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RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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ED 064 527–065 734

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the *ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How* To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers — additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

Informative Abstract.

Abstractor's initials.

ED 013 371 64 **AA 000 223**

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.
Spons Agency—USOE Bur. of Research
Report No.—NDEA-VIIB-449
Pub Date—15 Apr 66
Contract—OEC-4-16-023
Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. (AL)

***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AA – Leasco Systems and Research	5–8
AC – Adult Education	8–18
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CS – Reading and Communication Skills	24–34
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SP – Teacher Education	124–132
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UD – Disadvantaged	151–155
VT – Vocational and Technical Education	155–164

AA

ED 064 527 AA 001 006

Wanger, Judith

Evaluation Study of NCEC Information Analysis Products: Final Report. Volume I. Description of Study Methodology and Findings.

System Development Corp., Falls Church, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TM-WD-5506

Pub Date Jun 72

Contract—OEC-0-71-3709

Note—411p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Bibliographies, Comparative Analysis, Educational Resources, *Evaluation Methods, *Information Utilization, *Literature Reviews, Professional Personnel, Publications, Questionnaires, Reports, Research Methodology, Statistical Analysis, *Summative Evaluation, Surveys, Tables (Data), *Use Studies

Identifiers—EMC Bibliographies, ERIC Clearinghouse Products, NCEC, PREP Reports

The quality and utility of NCEC information analysis products, including ERIC clearinghouse products, PREP reports, and EMC bibliographies, are evaluated. The chapters in this volume of the evaluation study are as follows: I. Introduction, which describes the NCEC information analysis products, issues to be addressed, study approach, and report organization; II. Summary, which provides an overview of the entire study in capsule form; III. Review of Survey Methodology, which presents a detailed account of the survey methodology; IV. Description of the Respondent Populations, which describes the survey respondent populations by their various user characteristics; V. Survey Findings on Respondents' Familiarity with NCEC Information Analysis Products, which presents and discusses data concerning familiarity levels of respondent populations; VI. Comparison of the Two Samples in the General Field Survey, which is a simple comparative display of the overall evaluations of substantive papers; VII. Report on the Evaluation Data of NCEC Information Analysis Products, which provides several aggregated data analyses; and VIII. Summary Findings, Conclusions, and Recommendations, which are organized by study objectives and issues. Seven appendixes provide the following: Listing of Documents in Product Sample; Forms Used in Obtaining Level-of-Effort and Level-of-Visibility Data; Tabulations on Semi-Professional/Clerical and Non-Labor Costs; Complete Questionnaire Packages; Documentation of Sampling Procedures; Additional Analysis Tables; and Glossary. (For related document, see ED 064 528.) (DB)

ED 064 528 AA 001 007

Wanger, Judith Henderson, Mildred A.

Evaluation Study of NCEC Information Analysis Products: Final Report. Volume II. Individual Document Evaluation Profiles.

System Development Corp., Falls Church, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TM-WD-5507

Pub Date Jun 72

Contract—OEC-0-71-3709

Note—481p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Bibliographies, Data Sheets, Educational Resources, *Evaluation Methods, Information Utilization, *Literature Reviews, Professional Personnel, *Profile Evaluation, Publications, Reports, *Summative Evaluation, Surveys, *Use Studies

Identifiers—EMC Bibliographies, ERIC Clearinghouse Products, NCEC, PREP Reports

Individual document evaluation profiles are reported in a three-page display for each of the 146 documents in the sample of NCEC information analysis products. The three pages are: (1) Title Page and Descriptive Data Report, (2) Reader (on 58 products) and Non-Reader Evaluation Data for: A. Practical Guidance Papers and Reviews, and B. Bibliographies, and (3) Specialists' Evaluation Data. A sample set of these standardized reporting formats is provided in exhibits, with accompanying explanatory notes. It is recommended that this volume be used only in conjunction with Volume I (see ED 064 527) so that the data may be interpreted in light of the survey methodology. (Author/DB)

ED 064 529 AA 001 008

Koelling, Charles H. And Others

Pilot Training Project for Personnel Participating in Pilot State Dissemination Programs. Final Report.

Missouri Univ., Columbia.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-0741

Pub Date Jun 72

Contract—OEC-0-70-4724(508)

Note—241p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Curriculum Development, Data Collection, Decision Making, *Information Dissemination, Information Retrieval, Information Utilization, Participant Satisfaction, Pilot Projects, Professional Personnel, *Program Evaluation, Questionnaires, *Staff Improvement, *State Programs, Trainees, Trainers, *Training Techniques, University Extension

The Pilot Training Project for personnel participating in Pilot State Dissemination Programs involved training of the three dissemination project staffs to carry out their dissemination functions. The program attempted to facilitate the use of tested educational research data by local educational agencies in their decision process. The staff members were trained in various aspects of need assessment, data retrieval, and information utilization. The training project utilized a training methodology based on a university extension model of information dissemination and utilization. The methodology consisted of meeting individual needs through a process of visitation with the project staffs in the working situation, presentation to them of relevant information, and involving the trainees in the educational process through various interactive modes. This report documents the training program and develops information that would be useful to future training programs of similar nature. This includes the historical and conceptual antecedents to the program; its organization, objectives, and methodology; and the observations and experiences of the training staff. Specifics of the program are dealt with in the appendices. An outline of subjects dealt with by the training project is as follows: 1. Initial exchange of project proposals, 2. Pre-training site visits, 3. Initial one-week training session, 4. Combined site visit and on-site training program, 5. Third site visits in preparation for final training program, and 6. Final three-day training program. (Author/DB)

ED 064 530 AA 001 009

APEX (Air Pollution Exercise) Volume 1: Game Director's Manual.

Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.

Pub Date [71]

Note—92p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—City Problems, *Computer Assisted Instruction, *Environmental Education, Environmental Influences, *Management Games, Pollution, Professional Training, *Role Playing, *Simulated Environment, Urban Environment

The Game Director's Manual is the first in a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The participants, which may range in

number from 18 to 75, each assume one of five decision-making roles: city or county politician, city or county planner, developer, industrialist, and air pollution control officer. An APEX game typically takes five sessions (cycles) of about four hours each; however, a minimum of three three-hour cycles is possible. A cycle, which represents a one-year period in the simulated urban environment, is composed of two major phases. The first is the game simulation during which the students participate in their interacting roles making decisions and forming policy. In the second phase decisions emerging out of the game simulation are analyzed by a computerized system of integrated simulation models. This computer analysis indicates changes in the urban area and becomes input into the game simulation of the next cycle. The APEX computer program (not included in manuals) is in Fortran IV and runs on an IBM 1130-2B computer or IBM 360-50 or higher series computer. (PR)

ED 064 531 AA 001 010
APEX (Air Pollution Exercise) Volume 2: Computer Operator's Manual.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—City Problems, *Computer Assisted Instruction, *Computer Programs, *Environmental Education, Management Games, *Models, Pollution, Simulated Environment, *Simulation, Urban Environment

The Computer Operator's Manual is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The information in the manual is sufficiently basic to provide the reader unfamiliar with computers with the instruction necessary to get the program running. The APEX computer program (not included in manuals) is in Fortran IV and runs on an IBM 1130-2B computer or IBM 360-50 or higher series computer. The program utilizes the many "hands on" features of the computer, enabling the operator to interact freely with the system. The game simulation procedure is further described in the resume for AA 001 009. (PR)

ED 064 532 AA 001 011
APEX (Air Pollution Exercise) Volume 3: Air Pollution Control Officer's Manual.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—97p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Air Pollution Control, City Problems, *Environmental Education, *Environmental Technicians, Management Games, *Pollution, Professional Training, *Role Playing, Simulated Environment, Urban Environment

The Air Pollution Control Officer's (APCO) Manual is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise) a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (volumes 1 to 19), contain general information about APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following; APCO's role description; an annotated APCO's worksheet; a sample APCO's worksheet; background information for APCO's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 533 AA 001 012
APEX (Air Pollution Exercise) Volume 4: City Politicians' Manual.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*City Problems, Computer Assisted Instruction, *Environmental Education, *Management Games, *Political Issues, *Politics, Professional Training, Role Playing, Simulated Environment, Urban Environment

The City Politicians' Manual is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: city politicians' role description; annotated city politicians' worksheet; a sample city politicians' worksheet; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the County Politicians' Manual, except for the annotated printout for cycle one. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 534 AA 001 013
APEX (Air Pollution Exercise) Volume 5: County Politicians' Manual.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—City Problems, *Computer Assisted Instruction, *County Officials, *Environmental Education, Management Games, Political Issues, *Politics, *Role Playing, Simulated Environment, Social Factors

The County Politicians' Manual is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: county politicians' role description; annotated county politicians' worksheet; a sample county politicians' worksheet; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the City Politicians' Manual, except for the annotated printout for cycle one. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 535 AA 001 014
APEX (Air Pollution Exercise) Volume 6: Industrialist's Manual No. 1, Shear Power Company.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Air Pollution Control, Computer Assisted Instruction, *Environmental Education, *Industry, *Management Games, Pollution, *Public Relations, Role Playing, Simulation, Urban Environment

The Industrialist's Manual No. 1, Shear Power Company is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: industrialist's role description; annotated industrialist's worksheet; a sample industrialist's worksheet; background information for industrialist's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the other industrialist's manuals, except for the last two sections. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 536 AA 001 015
APEX (Air Pollution Exercise) Volume 7: Industrialist's Manual No. 2, People's Pulp Plant.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—97p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Air Pollution Control, Computer Assisted Instruction, *Environmental Education, *Industry, Management Games, *Pollution, Public Relations, Role Playing, *Simulation, *Urban Environment

The Industrialist's Manual No. 2, People's Pulp Plant is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: industrialist's role description; annotated industrialist's worksheet; a sample industrialist's worksheet; background information for industrialist's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the other industrialist's manuals, except for the last two sections. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 537 AA 001 016
APEX (Air Pollution Exercise) Volume 8: Industrialist's Manual No. 3, Rusty's Iron Foundry.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—95p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Air Pollution Control, *City Problems, Computer Assisted Instruction, *Educational Games, *Environmental Education, *Industry, Pollution, Public Relations, Role Playing, *Simulated Environment

The Industrialist's Manual No. 3, Rusty's Iron Foundry is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: industrialist's role description; annotated industrialist's worksheet; a sample industrialist's worksheet; background information for industrialist's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the other industrialist's manuals, except for the last two sections. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 538 AA 001 017
APEX (Air Pollution Exercise) Volume 9: Industrialist's Manual No. 5, Caesar's Rendering Plant.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Air Pollution Control, Computer Assisted Instruction, *Environmental Education, *Industry, Management Games, *Pollution, *Professional Training, Role Playing, Simulation, Urban Environment

The Industrialist's Manual No. 5, Caesar's Rendering Plant is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation

of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: industrialist's role description; annotated industrialist's worksheet; a sample industrialist's worksheet; background information for industrialist's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the other industrialist's manuals, except for the last two sections. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 539 AA 001 018
APEX (Air Pollution Exercise) Volume 10: Industrialist's Manual No. 6, Dusty Rhodes' Cement Company.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—98p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Air Pollution Control, Computer Assisted Instruction, *Environmental Education, *Industry, *Management Games, Pollution, Professional Training, *Role Playing, Simulation, Urban Environment
The Industrialist's Manual No. 6, Dusty Rhodes' Cement Company is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: industrialist's role description; annotated industrialist's worksheet; a sample industrialist's worksheet; background information for industrialist's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the other industrialist's manuals, except for the last two sections. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 540 AA 001 019
APEX (Air Pollution Exercise) Volume 11: Developer's Manual No. 1.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—City Planning, Computer Assisted Instruction, *Development, *Environmental Education, *Land Use, Planning, Public Housing, *Real Estate, Simulation, *Urban Areas
The Developer's Manual No. 1 is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: developer's role description; annotated developer's worksheet; a sample developer's worksheet; background information for developer's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the other developer's manuals, except for the annotated printout for cycle one. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 541 AA 001 020
APEX (Air Pollution Exercise) Volume 12: Developer's Manual No. 2.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*City Planning, Development, Environmental Education, *Land Use, Management Games, *Professional Training, Simulation, *Site Development, *Site Selection, Urban Areas
The Developer's Manual No. 2 is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: developer's role description; annotated developer's worksheet; a sample developer's worksheet; background information for developer's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the other developer's manuals, except for the annotated printout for cycle one. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 542 AA 001 021
APEX (Air Pollution Exercise) Volume 13: Developer's Manual No. 3.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*City Planning, *Computer Assisted Instruction, Development, *Environmental Education, *Land Use, *Management Games, Simulation, Site Development, Urban Environment
The Developer's Manual No. 3 is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: developer's role description; annotated developer's worksheet; a sample developer's worksheet; background information for developer's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the other developer's manuals, except for the annotated printout for cycle one. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 543 AA 001 022
APEX (Air Pollution Exercise) Volume 14; Developer's Manual No. 4.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—83p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*City Planning, Computer Assisted Instruction, *Development, *Environmental Education, *Land Use, Management Games, Professional Training, Simulation, *Site Development, Urban Areas
The Developer's Manual No. 4 is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (Volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: developer's role description; annotated developer's worksheet; a sample developer's worksheet; background information for developer's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the other developer's manuals, except for the annotated printout for cycle one. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 544 AA 001 023
APEX (Air Pollution Exercise) Volume 15: Developer's Manual No. 5.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—City Planning, Computer Assisted Instruction, Development, *Environmental Education, *Land Use, Management Games, *Professional Training, *Simulation, Site Development, *Urban Areas
The Developer's Manual No. 5 is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two section, which are the same in each of the student manuals (volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: developer's role description; annotated developer's worksheet; a sample developer's worksheet; background information for developer's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the other developer's manuals, except for the annotated printout for cycle one. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 545 AA 001 024
APEX (Air Pollution Exercise) Volume 16: Developer's Manual No. 6.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*City Planning, Computer Assisted Instruction, *Development, *Environmental Education, *Land Use, Management Games, Professional Training, *Role Playing, Simulation, Site Development
The Developer's Manual No. 6 is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: developer's role description; annotated developer's worksheet; a sample developer's worksheet; background information for developer's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the other developer's manuals, except for the annotated printout for cycle one. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 546 AA 001 025
APEX (Air Pollution Exercise) Volume 17: Developer's Manual No. 7.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—86p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*City Planning, *Computer Assisted Instruction, Development, *Environmental Education, *Land Use, Professional Training, Role Playing, Simulation, *Site Development, Urban Environment
The Developer's Manual No. 7 is part of a set of 21 manuals (AA 001 009-001 029) used in

APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: developer's role description; annotated developer's worksheet; a sample developer's worksheet; background information for developer's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the other developer's manuals, except for the annotated printout for cycle one. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 547 AA 001 026
APEX (Air Pollution Exercise) Volume 18: City Planner's Manual.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—96p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*City Planning, *City Problems, *Community Planning, Computer Assisted Instruction, *Environmental Education, Management Games, *Policy Formation, Professional Training, Role Playing, Simulation
The City Planner's Manual is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: planner's role description; annotated planner's worksheet; a sample planner's worksheet; background information for planner's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the County Planner's Manual, except for the annotated printout for cycle one. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 548 AA 001 027
APEX (Air Pollution Exercise) Volume 19: County Planner's Manual.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—97p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—City Planning, *Community Planning, *Environmental Education, *Management Games, *Policy Formation, Professional Training, *Regional Planning, Role Playing, Simulation, Urban Areas
The County Planner's Manual is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The first two sections, which are the same in each of the student manuals (Volumes 1 to 19), contain general information about the APEX interaction simulation and a glossary of reference terms. The remaining sections contain the following: planner's role description; annotated planner's worksheet; a sample planner's worksheet; background information for planner's role; an annotated printout for cycle one; and a map of the 29 APEX analysis areas. The manual is identical to the City Planner's Manual, except for the annotated printout for cycle one. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

ED 064 549 AA 001 028
APEX (Air Pollution Exercise) Volume 20: Reference Materials.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—79p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—City Planning, Computer Assisted Instruction, *Environmental Education, *Land Use, Management Games, *Population Trends, Professional Training, *Regional Planning, Simulated Environment, *Urban Environment
The Reference Materials Manual is part of a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. For the purposes of the gaming exercise, APEX County, including the urban area of Central City and the surrounding rural districts, is divided into 29 analysis areas. Information and data for each of these analysis areas are presented in this manual. Population, employment and land use are allocated to the areas and are categorized by types established especially for APEX. These types are described in the glossary included in this manual (and in other manuals, except volume 21). The glossary is designed to aid participants in learning the terminology of urban and environmental management as well as that of the gaming exercise. The gamed environment is similar to that found in a typical midwestern industrialized town (the prototype city is Lansing, Michigan), The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (Author/PR)

ED 064 550 AA 001 029
APEX (Air Pollution Exercise) Volume 21: Legal References: Air Pollution Control Regulations.
Environmental Protection Agency, Research Triangle Park, N. C. Office of Manpower Development.
Pub Date [71]
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Air Pollution Control, Court Litigation, Environmental Criteria, *Environmental Education, *Environmental Technicians, *Laws, Legal Responsibility, *Legislation, Professional Training, Simulation
The Legal References: Air Pollution Control Regulations Manual is the last in a set of 21 manuals (AA 001 009-001 029) used in APEX (Air Pollution Exercise), a computerized college and professional level "real world" game simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. The manual presents the legal framework for the APEX Air Pollution Control District, including federal and state legislation, case law, a description of the typical civil and criminal remedies available in air pollution cases, and appeals procedure. The game simulation procedure and required computer facilities are further described in resumes for AA 001 009 and 001 010. (PR)

AC

ED 064 551 AC 008 562
Three Position Papers on Reading Disability and Illiteracy.
Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.
Pub Date Jul 70
Note—26p.; Prepared for the National Reading Planning Group
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Basic Education, Cost Effectiveness, Disadvantaged Youth, Economic Factors, *Educational Disadvantagement, Functional Reading, Illiteracy, Planning, *Policy Formation, Program Development, *Reading Difficulty, *School Responsibility, Social Disadvantagement
The three position papers on reading disability and illiteracy offer a description of the present position and boundaries of the problem which the current state of knowledge, research, and experience affords us. The first, "The Costs of Illiteracy" by A. Dale Tussing and Laurence B. DeWitt, attempts to describe these "costs" as the quickest way to demonstrate that this affluent, highly-educated society is confronted with a severe problem; the second, "An Attack of Reading Disability: Some Policy Issues and Suggestions" by Ralph Hambrick, Thomas B. Corcoran, David R. Fendrick, and Gerhard Kutsch, addresses the most obvious location of the problem: the schools. The third paper "Breaking the Cycle of Illiteracy: Focus on Adults" by Michael Marien and Roger DeCrow, suggests that the solutions to a problem depend in good measure on its definition. It questions "If adult illiteracy (parental) is the major factor in the reading disabilities of their children, can we successfully attack either aspect of the problem independent of the other?" The basic conclusions are: policy formulation should precede program development and action, and policy analysis should precede policy formulation. (Author/LS)

ED 064 552 AC 008 914
RFD--The First Year. Part I.
Wisconsin Univ., Madison, Univ. Extension.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [71]
Grant—OEG-0-70-4564
Note—268p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Adult Basic Education, *Adult Education Programs, Compensatory Education Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, Home Study, Mass Media, Nonprofessional Personnel, *Rural Education, Rural Extension, Rural Population, Televised Instruction, *Television
Identifiers—RFD, *Rural Family Development
The first year of RFD, a new mass media approach to reaching rural adults in their own home, was devoted to planning and preparation. The design, consisting of a unique new television series, specially prepared and selected home-study materials, and a home visit program by adult basic education para-professionals, is complete. During the project year RFD produced seven pilot television programs, designed preliminary content materials, created the evaluation system, evaluated and selected existing published content and curriculum materials, established a materials center and resource bank, prepared the promotion and publicity design, and completed selection of the RFD operating staff. All first year goals established in the original proposal were met or surpassed. (Author)

ED 064 553 AC 012 535
Rehder, N. William
Some Considerations on Andragogy.
Pub Date Apr 71
Note—86p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, Adult Education Programs, Adult Educators, Adult Students, Community Involvement, Computer Assisted Instruction, *Educational Change, Educational Finance, Educational Technology, *Instructional Media, *Learning Motivation, *National Programs, Orientation, Participation, Program Design, Teacher Qualifications
Identifiers—Andragogy, Canada
This paper indicates some of the varied facets of knowledge on adult education that were found in readings on this subject over the past few years, and specifically in the last six months. The emphasis on andragogy (the teaching of adults) focuses on the future adult students of Canada. Eight chapters examine such topics as: I. Definitions and Generalizations; II. The Changing Aims of Adult Education; III. The Canadian Adult Educand; IV. Student Orientation; V. Project Orientation; VI. Teacher Orientation; VII. Technological Orientation; and VIII. Possible Futures in Adult Education. The paper concludes that Canada must decide that the potential contribution to the community of the adult who has improved himself or herself is as great as the individual gain, and thereby accept the necessity of investing publicly in adult education. A bibliography of 94 items is included. (Author/LS)

ED 064 554 AC 012 561
NewGate: A Way Out of the Wasted Years.
Office of Economic Opportunity, Washington, D.C.
Report No—OEO-Pam-3400-2
Pub Date Oct 70
Note—6p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Behavior Patterns, College Preparation, Community Involvement, *Correctional Education, Correctional Rehabilitation, Counseling, *Experimental Programs, *Learning Motivation, *Prisoners, Rehabilitation, Self Concept, Social Reinforcement, *Vocational Rehabilitation
Identifiers—*NewGate Program
NewGate, an experimental education program designed for inmates of correctional institutions who have potential for college education, combines pre-college and college level instruction with counseling and pre-release training. Its goal is to motivate prison inmates to prepare for and pursue a college education. To achieve this goal: (1) An institution of higher learning provides regular college classes in a correctional institution. These credit classes are geared to the needs and achievements of the particular inmate populations; (2) A counseling program is developed which works to rebuild inmate self-concepts and to alter the self defeating behavior patterns; and (3) Social and cultural activities, not ordinarily available, are brought into the correctional institution to help rekindle inmate interest for participation in society. Emphasis is placed on the continuation of NewGate support of participants after their release, by continued counseling, and by arranging financial assistance for those who continue their education. (Author/LS)

ED 064 555 AC 012 613
Cob, Bart B. And Others
The Relationship between Chronological Age and Aptitude Test Measures of Advanced-Level Air Traffic Control Trainees.
Civil Aeromedical Inst., Oklahoma City, Okla.
Report No—AD-733-830; FAA-AM-71-36
Pub Date Jul 71
Note—37p.; Report for Nov 68-Mar 70
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-733 830, MF $0.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Age Differences, *Aptitude Tests, Correlation, *Measurement Techniques, *Military Air Facilities, Occupational Tests, Performance Factors, *Personnel Selection, Trainees, Transfer of Training
Identifiers—Air Traffic Controllers
The study examined the interrelationships of age, aptitude measures, and training performance scores for 710 men. They ranged in age from 21 to 52 years, but less than 12% were over 40. Most of the men were former military controllers who possessed sufficient prior ATC experience to be selected for training with an exemption from a qualifying aptitude index, and appointed to trainee status with higher-than-normal pay grades. Age correlated negatively with 21 of the 22 aptitude measures and with training course grades. On most tests, performance means for subjects over age 34 were significantly lower than those obtained for the younger trainees, and their attrition rate for the training course was three times that of their younger classmates. The results indicated that greater effectiveness in screening such applicants could be attained if elegibility standards were modified to include consideration of both age and aptitudes. (Author)

ED 064 556 AC 012 617
Bernstein, Bernard R. Gonzalez, Barbara K.
Learning, Retention, and Transfer: Volume II. Appendix B: L, R, and T Technical Meetings Report. Final Report, Jun 68-Jun 69.
Honeywell, Inc., Minneapolis, Minn.
Report No—AD-724-790; Rep-12126-Fri-Vol-2
Pub Date Feb 72
Note—193p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-724 790, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Decision Making, *Institutes (Training Programs), Job Analysis, *Learning, Military Training, Performance Tests, *Retention Studies, *Skill Development, Statistical Analysis, Symposia, Taxonomy, *Transfer of Training
Identifiers—*Naval Training
The volume consists of the proceedings of a meeting of consultants for a project on learning, retention, and transfer in military training. Topics discussed included the following: research strategy, computer-aided instruction, training for vigilance, decision making, pattern recognition, and learning, retention, and transfer of procedure-following skills. (Author)

ED 064 557 AC 012 619
Jackson, Vivian C.
Task Analysis: A Systematic Approach to Designing New Careers Programs.
New York Univ. N. Y. New Careers Training Lab.
Pub Date 71
Note—119p.
Available from—New Careers Training Laboratory, New York University, N. Y. ($2.50)
Document Not Available from EDRS.
Descriptors—Adult Counseling, *Career Ladders, Career Planning, Job Skills, *Occupational Information, On the Job Training, Personnel, *Task Analysis, Training Laboratories, *Vocational Development
Identifiers—*New Careers
This guide presents the primary approaches, tools, and techniques utilized by the New Careers Training Laboratory (NCTL) staff to provide skills in training and to conduct agency task analyses. Much of the technical information has been taken from an earlier NCTL publication by Tita Beal, "A New Careers Guide for Career Development Officers" which was developed primarily for Community Action Agency (CAA) personnel. For the purposes of this guide"task analysis" is defined as a systematic way of finding out what functions and tasks are included in a given job or position. The major subjects covered are: Terminology; Task Analysis; Utilizing Paraprofessional Services; Designing Agency Training Programs; Guidelines for Developing In-Service Programs; On-The-Job Training; Designing Career Ladders; Developing Job Descriptions; and Overview of Education Components. The appendices provide various samples of task analysis, job descriptions, in-service training designs, and career ladder designs. (Author/LS)

ED 064 558 AC 012 622
Wang, Elaine I-Ling
The Role of the Extension Youth Program Aide in Washington State. A Graduate Study Summary.
Washington State Univ., Pullman. Cooperative Extension Service.
Pub Date Jun 71
Note—8p.; Summary of Special Problem Report submitted in partial fulfillment of the requirements for the degree of Master of Extension, Washington State Univ., Pullman
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Change Agents, Cooperatives, Data Analysis, *Extension Agents, *Foods Instruction, Instructional Staff, Nonprofessional Personnel, Nutrition Instruction, On the Job Training, Personnel Evaluation, Questionnaires, *Role Perception, University Extension, *Volunteers, *Youth Leaders, Youth Programs
This study defines the role of the extension youth program aide in the food and nutrition education program as perceived by himself (herself), other paraprofessionals, and professional staff members of the Washington State Cooperative Extension Service. Data were collected from six groups through the use of a mail questionnaire. The six groups were: extension program aides, other program aides, extension assistants (youth phase), other extension assistants, county extension agents, and human resources staff. The respondents were asked to rate the importance of 17 selected functions as to how they felt they should be performed and how the functions were now being performed. The major distinction between the youth phase and the ongoing expanded food and nutrition education program is the inclusion of volunteer leaders. Conclusions as a result of this study are: (1) The relatively low rating given the functions (teaching volunteer leaders how to work with young people, training and recruiting volunteer leaders) has implications for a need for improved communication and an extensive training program; (2) The paraprofessionals were fairly well agreed that they were placing emphasis on the functions which should be emphasized. The professionals agreed but to a lesser extent; (3) Although experience seemed to be related to rank order to a lesser degree than age and education, those with longer tenure rated those functions pertaining to volunteer leaders higher than those with less tenure; and (4) Level of education seemed to be less of a factor in ranking the selected functions of the extension youth program aide by professionals than experience or age. (Author/LS)

ED 064 559 AC 012 629
Adult Education and Community Advancement.
Australian Association of Adult Education.
Pub Date 70
Note—215p.; Proceedings of the National Conference-Australian Association of Adult Education (10th, Sydney, 1970)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Adult Education, *Adult Literacy, Community Benefits, *Community Development, *Community Migrant Projects, Conferences, *Disadvantaged Groups, Educationally Disadvantaged, Ethnic Studies, Labor Unions, Migrant Adult Education, National Programs, Rural Extension, *Teacher Role
Identifiers—Aborignals, *Australia, New Guinea, Papua
The seventeen papers following the Introductory Address by P. H. Sheats are: Literacy in Territory of Papua and New Guinea by A. Tavai; The Role of the Teacher in Community Advancement by W. Hatton; Financial Education and Community Advancement in Papua and New Guinea by E. V. Fleming; Army Education in Papua and New Guinea by R. T. Jones; Aboringinal Adult Education in the Northern Territory with Particular Reference to Literacy by P. M. C. Turnbull; Aboriginal Adult Education and Community Advancement by A. T. Duncan; Adult Education Amongst Central Australian Aborigins - Some Principles and Methods by Rev. J. H. Downing; The Teacher's Role in Community Advancement by A. Grey; The Maori Leadership Conferences Community Advancement of an Ethnic Minority by S. R. Morrison; The Disadvantaged - Problems of Special Provision by C. Duke; Education and Disadvantage by N. Haines; Education in Prisons by N. F. Nance; The Rural Depressed by N. D. Crew; The Two-Way Processes of Migrant Assimilation by D. Buckland; An Approach to Migrant Education by P. Arblaster; Trade Union Education by P. Mathews; and The Postal Course Scheme for Trade Unionists by E. Williams. (LS)

ED 064 560 AC 012 632
Viscusi, Margo
Literacy for Working: Functional Literacy in Rural Tanzania.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No—B-2934
Pub Date 71
Note—39p.; Published in English and French; Educational Studies and Document Series No. 5
Available from—United Nations Educational, Scientific and Cultural Organization, Place de Fontenoy, Paris 7e, France ($1.30)
Document Not Available from EDRS.
Descriptors—*Adult Literacy, *Agricultural Education, Community Coordination, Continuing Education Centers, Cross Cultural Training, *Developing Nations, Economic Development, Evaluation Techniques, Followup Studies, Functional Illiteracy, Home Economics Education, Instructional Materials, *Literacy Education, Manpower Development, National Programs, Pilot Projects, Reading Materials, *Rural Population, Teacher Education
Identifiers—Tanzania, UNESCO
This study, essentially a personal description is the first to deal with one of the pilot projects in functional literacy, part of the UNESCO experimental adult literacy program. The project discussed is a work-oriented literacy undertaking in Tanzania. Following a brief survey of the background of the project, the present situation is described. Ways in which the concept of functional literacy is adapted to the country's problems and goals are indicated, and the socio-vocational sectors in which the project is being implemented are described. The 10 chapters of the document are: I. Centres; II. The country and its choices; III. What they are teaching; IV. Mr. and Mrs. Hardworker join a "Ujamaa" village; V. Learning to organize learning; VI. Teachers learning to teach; VII. The view from across the square; VIII. Towards continuing education; and IX. From the project to the national program. The conclusion reached as a result of the study is that as a joint national-international program seeking to obtain knowledge about education for rural adults and its relationship to social and economic development, the project can be called a success. (LS)

ED 064 561 AC 012 634
Turnbull, Augustus B.
The PPB Systems Analyst: Skills and Training Requirements.
Spons Agency—Civil Service Commission, Washington, D.C. Bureau of Training.
Pub Date Aug 69
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, College Curriculum, Employment Qualifications, *Federal Government, *Government Employees, Graduate Study, *Job Skills, On the Job Training, Short Courses, *Systems Analysts, Training Objectives, White Collar Occupations, Young Adults
Identifiers—*Planning Programming Budgeting, PPB
Results are given of a six-week effort to (1) define the knowledge and skill requirements for successful performance as a Planning-Programming-Budgeting (PPB) systems analyst, (2) determine how these requirements are best acquired, and (3) evaluate the implications for the training programs of the Civil Service Commission. The findings in relation to (1) above are a firm grounding in economics, capable with figures but not necessarily a mathematician or statistician, have a logical mind, be able to sell analysis to decision makers, have broad experience in analysis, and know the uses and limitations of analytical techniques. It was found that there is no training program currently producing sizeable numbers of analysts with PPB analysis capabilities. Recommendations are as follows: (1) Bureau of Training and Civil Service Commission top management should consider extending the Commission's leadership role in promoting sound PPB analytic training; (2) the 9-month Educational Program in Systematic Analysis should be refashioned to either provide for two separate tracks--one for younger Federal employees and one for mid-career executives--or should be specified as a "mid career development" program; (3) establish a separate "PPB Tool Extensive" course for beginning analysts in Federal service; (4) continue existing "PPB Orientation" and PPB Fundamentals" courses, but expanded on how PPB fits into the real political world; (5) continue to develop and promote "PPB Tool Intensive" courses; and (6) establish programs to aid agencies in recruiting analytically trained college graduates. Samples are given of existing university courses and PPB Tool Extensive Training program. (DB)

ED 064 562 AC 012 635
A Follow-Up Study of the Three-Week Residential Seminar in PPBS.
Civil Service Commission, Washington, D.C. Bureau of Training.
Pub Date 68
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Colleges, Educational Background, Followup Studies, Government Employees, Middle Aged, Older Adults, *Participant Characteristics, *Professional Personnel, Questionnaires, *Residential Programs, *Seminars, Short Courses, *Training Techniques, Transfer of Training, Young Adults
Identifiers—*Planning Programming Budgeting Seminar, PPBS
The influence of the Three Week Residential Seminar in PPB offered by the Civil Service Commission on the job performance, attitudes, and career development of participants who attended the first 15 seminars was studied. The seminar program was developed to retrain experienced analysts (financial, budget, and management) and PPB output user managers for immediate assignment in and near newly created PPBS units. Questionnaires were sent to 653 former participants, representing 90 percent of the 722 individuals who attended the 15 sessions from February 1966 through June 1967; the mean response was 79 percent with a range of 66 to 93 percent. The characteristics of the participants were as follows: average level of education was four and one-half years of college; average grade level was GS-14, with a range from 9 to 18; average age was 44 years with a range of 24 to 67 years; the average years of work experience in the Federal government was 18 and the range was 2 to 40 years; and 25% had attended at least one additional course related to PPBS in the past two years. The results of the study showed that (1) a majority of the participants were directly engaged in some phase of PPB operation, (2) the seminars provided understanding of PPB concepts, (3) the techniques presented in the seminar had been put to use, (4) the seminar had stimulated self-development efforts related to PPB, and (5) 35% were able to describe specific job outputs traceable to seminar teaching. Statistical analysis of the results is presented in tables. Appendixes present the seminar schedule, questionnaire, and guest. (DB)

ED 064 563 AC 012 636
Employees Training in the Federal Service, Fiscal Year 1971.
Civil Service Commission, Washington, D.C. Bureau of Training.
Report No—Pamp-T-7
Pub Date Mar 72
Note—90p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (no price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Cost Effectiveness, Evaluation Methods, Federal Government, *Government Employees, Job Skills, *Management Development, Models, *Nonprofessional Personnel, *On the Job Training, Statistical Data, Tables (Data), Technical Education, *Training Objectives, Vocational Education
This is the fifth annual report of Employee Training in the Federal Service. The report contains five sections. Section I discusses developments in several major areas of interest during 1971, including the increased emphasis on improved training management, the continuation of executive development and upward mobility, and labor relations training. Section II displays and analyzes data submitted by 31 agencies in connection with their FY 71 training activities. Section III shows the training activities of the Civil Service Commission, including the Commission's developmental work on a training cost model, which is now available for agency use, and the joint agency-Commission evaluation of long-term training in non-Government facilities conducted during the 1960's. Section IV describes significant training programs which helped to improve agency operations during the year. Section V contains summary data tables on agency training activities. (Author/DB)

ED 064 564 AC 012 637
Blakely, Robert, Ed. And Others
Agenda for Comparative Studies in Adult Education: Report from the International Expert Meeting, 1972. Ordre du Jour sur Etudes Comparees en Education pour adultes: Nouvelles de la Reunion d'Experts Internationale, 1972.
Syracuse Univ., N.Y. Publications Program in Continuing Education.
Report No—Occas-Pap-29
Pub Date Jun 72
Note—88p.
Available from—Library of Continuing Education, 107 Roney Lane, Syracuse, N. Y. 13210 ($2.00)
Document Not Available from EDRS.
Descriptors—*Adult Education Programs, *Adult Educators, *Comparative Education, *Conferences, Data Collection, Information Dissemination, *International Programs, Professional Personnel, Program Planning, Research, Teaching
Identifiers—*International Experts Comparative Adult Education
A report in both English and French of the International Experts Meeting on Comparative Adult Education, held in Nordborg, Denmark, January 15 to 23, 1972, and attended by 35 adult education leaders from 15 countries, is presented. The sections of the report are as follows: 1. Summary and Conclusions; 2. Present Situation and Future Development of Comparative Adult Education--Why Comparative Adult Education, What Are the Obstacles, and How to Progress; and 3. Appendices: A. List of Participants, B. Synopsis of the Program, C. List of Papers and Other Material, D. Document of Work Group on Data Collection and Dissemination, and E. List of Suggested Topics of Research. The meeting focused on defining comparative education as a field of academic study; examined the problem of collecting and disseminating data; and discussed the methods available to researchers. Twenty-three conclusions were reached; these are presented in their relation to (1) Collection and Dissemination of Data, (2) Comparative Adult Education Teaching and Research, (3) Publications, and (4) Post-meeting Agenda. (DB)

ED 064 565 AC 012 638
Winkler, Anthony J. Thompson, Paul D.
Post-Service Utilization of Air Force-Gained Skills.
Air Force Human Resources Lab., Brooks AFB, Texas.
Report No—AFHRL-TR-71-2
Pub Date Sep 71
Note—35p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-736 453, MF $.95, HC $ 3.00)
Document Not Available from EDRS.
Descriptors—Blue Collar Occupations, Career Opportunities, *Enlisted Men, *Job Skills, Males, *Military Personnel, *Military Training, Occupational Surveys, Questionnaires, Skilled Workers, *Transfer of Training
Identifiers—*United States Air Force
More complete information is needed to determine the extent of utilization in the civilian economy of skills developed during military service. Post-service occupation data have been obtained through a questionnaire mailed ten months after separation to each first-term Air Force enlisted man separated between 1 July 1968 and 31 March 1970. As of 31 December 1970, data were available on 85, 409, or 51.7 percent, of the men separated during this period. This study demonstrates that 72 percent of the first-term separatees who were in high-skill, blue-collar like Air Force occupations were employed in similar civilian occupations. There were six Air Force career fields for which 51 through 80 percent of the separatees transitioned into occupations which directly utilized their Air Force skills. Of 34 Air Force Specialities with a variable reelinstment bonus multiple of four, 31 had a utilization rate greater than 25 percent. (Author)

ED 064 566 AC 012 639
Karten, Irving
Identifying and Meeting the Health and Related Needs of the Aged: A Neighborhood Approach. Final Report.
Arthritis Foundation, Inc., New York, N. Y.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Report No—HSRD-71-38; PHS-29436
Pub Date 15 Apr 71
Note—56p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-207 615, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Adult Counseling, *Community Service Programs, Disadvantaged Groups, *Human Services, Nonprofessional Personnel, *Older Adults, Social Services, Urban Environment, *Volunteer Training
Identifiers—*New York
Many needy elderly residents of New York City are unable to secure help of one kind or another, because of the lack of awareness of existing services, inability to complete the application process, or hesitancy in accepting assistance from others. Significant unmet needs exist in the areas of housing, health, finances, home services, transportation, loneliness and personal adjustment. During a 40-month period, experiences with 2520 needy elderly residents of four different neighborhoods showed that volunteers from the communities to be served could effectively be trained as 'middlemen' to seek out the hidden older person, determine his needs and help him reach services. (Author)

ED 064 567 AC 012 640
Hutchison, Edward
Personal and Professional Values in Adult Education and Community Work. The Frank Milligan Memorial Lecture 1971.
National Federation of Community Associations, London (England).
Pub Date 17 Jul 71
Note—11p.; Fifth Frank Milligan Lecture
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Adult Educators, *Community Organizations, Community Services, Lecture, *Professional Education, *Professional Personnel, *Training Objectives

Identifiers—*Milligan (Frank)

Personal and professional values in adult education and community work are discussed from the standpoint of the growth of professional employment and training for it. Adult education is interpreted as comprising all the deliberate and conscious efforts people make to enlarge and interpret their experience of life. All effective adult education is seen as contributing to community work, and all community work is considered a form of education. A short biographical sketch is given of Frank Milligan, and a summary of his values are quoted from Milligan's Wincham Hall report for 1935-36. Professional organizations that are contributing to the up-grading of the quality of service to the community by their members, and are concerned with protecting the material interests of their members, are briefly described. Measures being used to train professionals in the Community Association Field are said to be inadequate to meet the need. It is stated that professional training must center on the needs and situations of the people who are to be served and not merely on the machinery and instrumentalities used to serve them. (DB)

ED 064 568 AC 012 641

An Evaluation Model Designed to Measure the Effectiveness of a One-Week Training Course, "Position Classification and the Management Process."

Civil Service Commission, Washington, D.C. Bureau of Training.

Pub Date Jun 70

Note—48p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Course Evaluation, *Evaluation Methods, *Government Employees, *Job Skills, Models, Participant Satisfaction, *Personnel Evaluation, Short Courses, Specialists, Testing, Trainees, Training Objectives, White Collar Occupations

The evaluation of a one-week training course for position classification trainees and personnel specialists is described. The study population included 29 Government employees in grades 5 through 9, 14 of whom were position classification trainees and 15 of whom were interns or personnel specialists. The evaluation study outline was as follows: A. Course selected for evaluation; B. Learners pre-assessed by assumptions by the Personnel Management Training Center staff and by analysis of participants' present job responsibilities; C. Course objectives stated in terms that are behavioral, observable, and measurable; D. Evaluation instruments established; E. Course designed; F. Course conducted and evaluation data gathered; G. Evaluation data analyzed; H. Conclusions formed from evaluation data; I. Recommendation made for course redesign; and J. Evaluation model redesigned. The course selected for study was "Position Classification and the Management Process." A Summary Chart presents objectives, methods of observation, and acceptable level of performance. Ten attachments provide the evaluation instruments; these are 1. 50-item objective pre-test; 2. 50-item objective post-test; (attachment 3 is a test-item distribution chart for both the pre- and post-test); 4. Learner self-assessment questionnaire and Supervisor assessment questionnaire; 5. Training work product rating scale; 6. Student work sheet for evaluation of positions; 7. Checklist for desk audit; 8. Evaluation of specific content items; 9. Evaluation of resources, methods, and materials; 10. Evaluation of instructor; and 11. Evaluation of environmental features. (DB)

ED 064 569 AC 012 642

Examples of Lesson Plans in Elementary Subjects for Adults. Content Materials in Education for Adult Responsibilities. California Adult Basic Education.

California State Dept. of Education, Sacramento. Bureau of Adult Education.

Pub Date 72

Note—45p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Basic Education, *Consumer Education, *Family Life Education, *Health Education, *Lesson Plans, Performance Specifications, Teacher Developed Materials, Workshops

Identifiers—*California

Lesson plans prepared by Adult Basic Education teachers who attended one-day mini-workshops and the participants of a six-session course held at the University of Southern California are presented. The plans are in outline format. The content areas covered are: Consumer Education (Buying Foods, Bank Checking Accounts, Telephone and Directory, Comparison Shopping, Gas Mileage, Credit, Buying a Home, Grocery Codes, Consumer Fraud, Signing Contracts, Buying Credit), Health Practices (Home Safety, Common Diseases, Immunizations, Balanced Meals, Venereal Disease, Drug Abuse, Personal and Family Hygiene, Home Remedies), Home and Family Living (Telling Time, Budgeting); and Practical Government (Ballot Propositions, Workmen's Compensation, Voting, Training for Post Office Test, Housing Problems, Governmental Agencies, Community Resources). (DB)

ED 064 570 AC 012 643

VA Health Care and Health Manpower Training Legislation. Hearing before the Subcommittee on Health and Hospitals of the Committee on Veterans' Affairs; United States Senate, Ninety-second Congress. First Session on S.2219, S.2354, S.2355, S.1924, S.2304, S.1635, S.2340, H. J. Res. 748, H. R. 481, and Related Bills.

Congress of the U.S., Washington, D.C. Senate Committee on Veteran's Affairs.

Pub Date 4 Aug 71

Note—555p.

EDRS Price MF-$0.65 HC-$19.74

Descriptors—Academic Education, Colleges, Cooperative Planning, Educational Facilities, Federal Aid, Federal Legislation, *Health Personnel, *Health Services, *Manpower Development, *Medical Education, Medical Schools, Military Personnel, Professional Personnel, Residential Programs, Universities, *Veterans Education

Identifiers—*United States Senate, Veterans Administration

Ten legislative bills related to VA health manpower training and education and to veterans' health care were considered at this hearing. The bills concerned the following: (1) establishment of new public nonprofit medical, health profession, and allied health schools and the expansion and improvement of health manpower training programs in VA facilities and VA-affiliated institutions; (2) improved medical and nursing home care to veterans and to certain survivors and dependents of veterans; improved structural safety of VA facilities; recruitment and retention of career personnel in Dept. of Medicine and Surgery; (3) advanced residency-type training to medical personnel of the VA and other Federal Depts. and Agencies at Regional Medical Centers in VA hospitals; (4) financial assistance to institutions providing programs for training veterans with military acquired medical skills in the allied health professions; (5) pay differentials for VA nursing staff; (6) a rebuttable presumption that a disability of a veteran of any war or certain other military service is service-connected under certain circumstances; (7) the establishment of new State medical school; improvement of VA-affiliated medical schools; development of cooperative arrangements between higher-education institutions, hospitals, public or nonprofit health service institutions, and the VA for conducting educational and training programs for health care personnel; and (8) adjustment by the VA Administrator of the legislative jurisdiction over lands of the U. S. that are under his supervision and control. In addition to the text of each bill, reports of various government agencies, statements of various individuals, article reprints, excerpts of articles letters, tables, and charts are provided. An appendix concerns training of health service personnel in the VA. (DB)

ED 064 571 AC 012 644

McIntosh, Naomi E.

Research for a New Institution: The Open University.

Note—30p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Performance, Data Collection, Educational Radio, *External Degree Programs, Higher Education, Independent Study, Multimedia Instruction, *Open Education, Questionnaires, *Student Characteristics, Televised Instruction, Unit Plan, Universities, *University Extension

Identifiers—*Open University

The Open University is discussed from the standpoints of problems, the design of the Student Application Form, an analysis of the student's progress, data collection techniques, and the course unit reporting system. Problems discussed include: the devising of an integrated multi-media system suitable for teaching degree-level courses; teaching effectively at a distance; and teaching mature students with a wide range of educational backgrounds, experience, ability, and home situations. Sections of the Student Application Form are presented in figures. A student progress calendar and intervening 'milestones' for 1970-71 and student progress by course are illustrated. Baseline questionnaire data obtained from 77% of the students who registered are discussed and illustrated. A sample of questions on the Report Form on Course Units is provided, and two graphs show the television viewing and radio listening figures for a 10-week period. A histogram shows the average attendance, by course, over all the weeks of the school year, as well as the highest and lowest individual weeks. The average hours spend on each unit over the 10 weeks of the course, for each of four courses (science, humanities, maths, and social science) in 1971, are also shown in histograms. (DB)

ED 064 572 AC 012 645

Osborne, Thomas J.

New Doors for Newgate.

Morehead State Univ., Ky.

Pub Date [71]

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bibliographies, *Correctional Rehabilitation, Corrective Institutions, *Course Evaluation, Criminology, *Delinquent Rehabilitation, Delinquents, Educational Opportunities, Individual Development, *Program Evaluation, *Rehabilitation Programs, Youth Programs

Identifiers—Ashland Federal Youth Center, Project Newgate

Quotes and writings of students involved at the Federal Youth Center in Ashland, Kentucky are used in this report to show how they feel about the Newgate Project at the Center and about a course called Personal Development. Newgate has increasingly stimulated the prison environment in a positive manner to enhance the confinement situation of the inmates. While Project Newgate is geared to prepare students academically for post-high school education after release from custody, the course in personal development seeks to correct deficiencies in basic human social values, character, ethics, morals, and standards by providing experiences for individuals and groups in interaction. The students highly approve of the opportunities offered to them in both the Newgate Project and the Personal Development course. A nine-page bibliography on criminology is included. (CL)

ED 064 573 AC 012 646

Methods for Human Resource Development.

Saskatchewan NewStart, Inc., Prince Albert.

Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).; Saskatchewan Dept. of Education, Regina.

Note—30p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Basic Education, *Adult Education Programs, Business Education, Career Ladders, *Course Descriptions, *Disadvantaged Groups, *Human Resources, Individualized Instruction, Instructional Staff, Mathematics Instruction, Nonprofessional Personnel, Professional Personnel, Resource Materials, Social Development, Social Work, Training Techniques

Identifiers—*Saskatchewan NewStart, Socanics

Courses and facilities of the Saskatchewan Newstart program are discussed as they pertain to human resource development. In addition, materials available for conducting 17 courses related to human resource development are listed, briefly annotated, and the price for each is given. The Saskatchewan Newstart Social Invention Centre is discussed first, followed by the descriptions of the following courses: Basic Literacy for Adult Development; Fluency First; LINC Mathematics and Communications; Life Skills Course; Development of New Training Methods; Small Business Management; New Careers Ladder; New Careers Ladder: Socanics; New Careers Ladder: Coaches. Photographs are provided of Resources and Facilities. (DB)

ED 064 574 AC 012 647
Bhola, H. S.
Making Evaluation "Operational" in Functional Literacy Programs.
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Data Collection, *Decision Making, *Evaluation Methods, *Functional Illiteracy, Input Output Analysis, *Program Evaluation, *Systems Approach
Identifiers—UNESCO, *World Functional Literacy Program
Steps to be taken to "operationalize" evaluation, i.e., to make evaluation work, are discussed and applied to the Unesco program of functional literacy. Evaluation is seen as an important social concern, as well as a field of study and an area of competence. Four types of evaluation applied to the Unesco program are context evaluation, input evaluation, process evaluation, and output evaluation. The steps taken in operationalization are: (1) developing a generalized system model for the program; (2) designing an appropriate evaluation system; (3) designing a data system. It is stressed that evaluation is a group task from planning through completion, with the evaluator fulfilling his special technical role. A data system for functional literacy is shown to include both numerical information and documentation, with most of the data relating to four social configurations--individuals, groups, institutions, and subcultures--but with some of the data relating to tools, techniques, and artifacts that the four social configurations worked with to create development. In conclusion, it is pointed out that there is no complete evaluation system, rather, each project must build its evaluation system in terms of its needs, priorities, and resources. (DB)

ED 064 575 AC 012 648
Student Volunteers; a Manual for Communities.
American Friends Service Committee, New York, N. Y. Metropolitan Regional Office.
Note—72p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (no price quoted)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Case Studies, College Students, *Community Action, Education, Guidelines, *Human Services, Job Training, Manuals, *Program Planning, Social Responsibility, Student Evaluation, *Student Volunteers, *Volunteers, Young Adults
Identifiers—*Action
Intended as a guide for those groups who use student volunteers, this manual presents possibilities and pitfalls in using student volunteers and illustrates these with case studies and examples. Ways and means of getting a student volunteer program started are discussed, and techniques for planning and developing the program are described. The responsibilities of groups who use volunteers are presented in relation to funding, orientation, training, supervision, and evaluation. The volunteer program is seen as providing benefits to the students as well as to the community. The final chapter in the manual presents a survey of projects, operational or in planning, that are concerned with education, employment training and opportunities, economic assistance, environment and ecology, community organization, work with children, community health, correctional institutions, housing, and miscellaneous services. Four appendixes provide a short announcement for use in alerting the community to the possibilities of student volunteering, a sample volunteer evaluation form, a sample contract form, and questions for agencies using student volunteers. (DB)

ED 064 576 AC 012 650
Prophet, Wallace W.
Performance Measurement in Helicopter Training and Operations.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-PP-10-72
Pub Date Apr 72
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aircraft Pilots, Automation, *Flight Training, *Measurement Techniques, Military Personnel, *Military Training, *Performance Tests, Research, Student Evaluation, Trainees, *Training Techniques
Identifiers—United States Army
For almost 15 years, HumRRO Division No. 6 has conducted an active research program on techniques for measuring the flight performance of helicopter trainees and pilots. This program addressed both the elemental aspects of flying (i.e., maneuvers) and the mission- or goal-oriented aspects. A variety of approaches has been investigated, with the stress on nonautomated techniques feasible for operational use. This paper describes the work and illustrates its application to implications for training management, quality control, manpower resources management, and operational capability. Automated human performance monitoring in flight simulators and its implications for automated training is also described. (Author)

ED 064 577 AC 012 651
Brack, R. E.
An Eclectic Approach to Evaluation Strategies in Adult Education.
Pub Date 72
Note—15p.; Paper presented at the Adult Education Research Conference (Chicago, Illinois, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education Programs, *Audiovisual Programs, *Consumer Education, *Correctional Education, Data Collection, *Evaluation Methods, Models, Program Evaluation
Three evaluation studies are used to illustrate the notion of an eclectic approach to adult education evaluation. The first study, Credit and Non-Credit Offerings in a Federal Penitentiary, evaluated the learning climate in this educational setting using data collected from participating inmates (Questionnaire), non-participating inmates (interests inventory); educational counselors and teachers and program administrator (interviews), and from Extension Division instructors (narratives). In the second study, Consumer Notes (a weekly television program for homemakers), a telephone survey conducted at the conclusion of the series and questionnaires completed by a panel of 30 homemakers weekly, at 13 weeks, and at the conclusion of the 26-week series were used to obtain evaluation data. Two learning modules, one on soil nutrients and soil testing and the other on communication, were evaluated using three evaluation nodes: reaction panel, Field Test A, and Field Test B. Three constraints which affected the choice of the evaluation strategies were (1) the kinds of questions which the programmer needed to answer, (2) the methods and sources of data collection, and (3) the limitations of resources in terms of time, money, and staff. Examples of evaluation models or elements are given, as follows: (1) Objectives-based evaluation, (2) Context evaluation, (3) Process evaluation, (4) Formative evaluation, and (5) Selection of criteria. (DB)

ED 064 578 AC 012 652
Aker, George F., Ed. *Hanberry, Gerald C., Ed.*
Strategies for Decision-Making in Adult Basic Education. Final Report of Phase II of a National Training Institute for State Directors and Other Administrators of Public School Adult Education.
Florida State Univ., Tallahassee.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Grant—OEG-0-70-4022(323)
Note—187p.; June 16, 1970-August 31, 1971
Available from—Department of Adult Education, Florida State University, Tallahassee, Florida (no price quoted)
Document Not Available from EDRS.
Descriptors—Administrative Personnel, Adult Basic Education, *Adult Educators, Age, Data Analysis, *Decision Making Skills, Educational Background, Evaluation Methods, Inservice Education, *Institutes (Training Programs), National Programs, *Participant Characteristics, Participant Satisfaction, Problem Solving, Professional Personnel, *Professional Training, Program Evaluation, Public School Adult Education
Identifiers—*National Training Institute, United States
Phase II of an Institute aimed at improving decision-making skills of the participants (State Directors, ABE Coordinators, Assistant State Directors, Special Project Directors and Assistant Directors) so as to enhance the management of Adult Basic Education in the U. S. and its territories is discussed in this report. Part I of the report describes the setting or environment of the Institute, the participants, objectives, findings, conclusions, and recommendations. In Part II, the design and models used in implementing and evaluating the Institute are discussed and analyzed. The training model "Learning by Objectives" is presented as a flow-chart and discussed. The development of a model "An Approach to Decision-Making" is described. The data collected in measuring the objectives and in analyzing related aspects are discussed in Part III of the report. This part also includes the individual post-conference evaluation data analysis and the results of Learning-Group and staff reviews at the conclusion of the Institute. Part IV identifies some of the critical factors and limitations related to both success and failure of the Institute. The six appendixes are (1) the daily schedule, (2) staff and participant roster, (3) subcontracts and reports, (4) Post Institute Evaluation form, (5) "Twelve Angry Men" rating form, and (6) progress reports issued during the project year. (Author/DB)

ED 064 579 AC 012 653
Characteristics of the Federal Executive.
Civil Service Commission, Washington, D.C.
Pub Date Jul 70
Note—20p.; Federal Executive Institute, Session IX, 10 May-3 July 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Administrative Personnel, Age, Career Ladders, Educational Background, Educational Interest, Federal Government, *Government Employees, Institutes (Training Programs), *Occupational Choice, *Participant Characteristics, Physical Sciences, *Professional Personnel, Sex (Characteristics), Tests
Identifiers—*Federal Executives
The personal characteristics, educational background, occupations, and attitudes of 54 Federal Executives who attended Session IX of the Federal Executive Institute, U. S. Civil Service Commission, are given. The average age of the group was 47.6 years (range 36 to 61). The federal grades were 18% in GS-5, 66% in GS-16 and equivalent, and 16% in GS-17 and equivalent; 70% of the executives worked in the Washington, D. C. area. Fifty percent of the group had more than 20 years of Federal Service. Only 2 of the 584 women in the executive inventory attended the session, and only two percent of the inventory were women. The occupational diversity of the executives showed a greater concentration in the field of Administration-Management (42%), with the field of Physical Sciences in second place with 24%. About 88% of the group had at least one college degree, and 18% held advanced degrees; of the 10% who entered Government service with only a high school education, only 2% had done additional study; and 64% who had entered with less than a doctoral degree had completed significant amounts of education. Thirty-two percent who entered Government service at GS-5 or below entered prior to World War II. The means of entry were by Management Intern Examination (6%), Junior Management Assistant Examination (8%), Federal Service Examination (18%), Federal Administration and Management Examination (4%), and other examinations (64%). Of the group, 48% were total career session executives. The executives showed a 19% increase in interest in the area of Political, Economic, and Social Problems. (DB)

ED 064 580 AC 012 654
Historical and Progress Report of the Federal Executive Institute, an Interagency Training Facility.
Civil Service Commission, Washington, D.C.
Pub Date Sep 69
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College School Cooperation, Curriculum, Federal Government, *Government Employees, *Inservice Education, *Institutes (Training Programs), Instructional Staff, *Management Development, *Professional Continuing Education, Program Evaluation, Residential Programs, Teaching Methods, Training Objectives
Identifiers—*Federal Executive Institute, Residential Program in Executive Education

This first-year report of the Federal Executive Institute provides an historical development record and a summarization of operational progress. The institute, located in Charlottesville, Virginia, has the following broad educational goals: to heighten career executive responsiveness to national needs and goals; to increase career executive appreciation of the totality of the governmental system; and to improve career executive knowledge of managerial processes. The "Residential Program in Executive Education" is the core educational activity of the Institute; it is an eight-week program that is held five times each fiscal year for 60 people per session. Educational methods used are lecture discussions, seminars, workshops and laboratories, policy/management studies, films and tapes, and reading materials. The Institute staffing, University of Virginia Collaboration, outside faculty resources, advisory board, evaluation of the Institute, follow-on activities, Summer and Fall short seminars, special programs, formal and informal organizational relations, publicity, facility and food services, and funding are briefly discussed. Appendixes provide the following: (1) Lectures, Seminars, Policy/Management Studies; (2) Curriculum Graphic; (3) Faculty and Staff; (4) Outside Resources; (5) Original Advisory Board; and (6) Budgets, FY 1969 and 1970. (DB)

ED 064 581 AC 012 655
Proceedings of the National Conference on Adult Education, 23-25 September 1971. Organised by the Adult Education Board, Singapore.
Purdue Univ., Lafayette, Ind. Herman C. Krannert Graduate School of Industrial Administration.
Pub Date 71
Note—80p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Adult Educators, *Conference Reports, Educational Legislation, *Labor Education, Social Change, *University Extension, Vocational Education
Identifiers—*Singapore
The objectives of this conference on Adult Education in Singapore were: (1) to discuss problems and experiences currently confronted by various adult education agencies; (2) to seek solutions to these problems; (3) to identify new areas of commitment in light of new needs and social changes; and (4) to suggest programs to improve the quality of adult education in Singapore. Papers presented in the conference sessions, discussions following the presentation of each paper, group discussion reports, a final statement and the concluding address, the conference program, committee members, and a list of delegates and observers are presented. The conference papers reproduced in the proceedings are "Adult Education Board: Retrospect and Prospect" by Tai Chen Hwa; "The Role of NTUC in Workers' Education in Singapore" by N. Govindasamy; "The Role of the People's Association and Its Contribution to Adult Education" by Lee Wai Kok; "The University and Adult Education" by J. F. Conceicao. (DB)

ED 064 582 AC 012 656
Sherwood, Frank P.
Selected Papers: Executive Development and the Federal Executive Institute.
Civil Service Commission, Washington, D.C.
Pub Date Sep 71
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Federal Government, *Government Employees, *Institutes (Training Programs), Leadership Training, *Management Development, *Professional Continuing Education, *Program Evaluation, Training Objectives
Identifiers—*Federal Executive Institute
A collection of papers concerned with the Federal Government's efforts in the area of executive development are presented. The booklet is organized in three parts. The first three essays deal with problems, needs, and theories of executive manpower management. The problems of the Federal Government, as seen from an analysis of a small sample at the Federal Executive Institute, comprise the subject of the first paper. In the second, a fairly comprehensive view of both problems and strategies for both state and local governments is attempted. The third chapter contains the substance of a lecture given at the University of Alabama in 1969, as part of a series on the public executive. The second section of the booklet contains papers specifically on the Federal Executive Institute. The third section is composed of one essay and embraces the subject of evaluation. (Author/DB)

ED 064 583 AC 012 657
Commission on Vocational Education in Correctional Institutions. Final Report.
Commission on Vocational Education in Correctional Institutions, Trenton, N.J.
Pub Date Jun 72
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Curriculum, Community Role, *Correctional Education, *Correspondence Study, Counseling Programs, *Educational Needs, Industry, Prisoners, *Rehabilitation Programs, Skill Development, Social Problems, State Programs, Trade and Industrial Education, *Vocational Education
Identifiers—*New Jersey
This final report of a commission appointed by the Governor of New Jersey to investigate skill training, job preparation, and education of inmates of the state correctional institutions discusses these areas in relation to the inmate's entry, confinement, and departure. The first section of the report, Classification, points out the need for in-depth screening of the inmate upon entry to the institution, with an assessment of his skills, educational background, and life record so that goals for a specific individualized program can be determined. In the section concerned with Education, the commission recommends that: a year-round program be instituted; inmates be allowed to rotate in education programs; classes be also provided in the evenings and on weekends; an incentive program be explored; consideration be given to utilization of ex-offenders as teachers, consultants, and paraprofessionals; a reading program be developed; exploration be made of the need for improved testing methods for determining learning disabilities; a correspondence course be developed by the State; the availability of college programs be increased; the cluster concept in vocational training programs be utilized; educational facilities be improved; and a trade advisory council be established for each vocational course and prison industry. The State Use Industry, as viewed by the commission, is in need of modernization. Release Programs, the last section of the report stresses the responsibility of the State, the institution, industry, and the community in preparing the inmate for re-entry into society. (DB)

ED 064 584 AC 012 665
Continuing Education and Universities in the Asian and South Pacific Region.
Pub Date 17 May 71
Note—236p.; Proceedings of a conference organized by the Indian University Assoc. for Continuing Education and the University of Madras
Available from—Indian University Association for Continuing Education, New Delhi, India (12.00 rupees)
Document Not Available from EDRS.
Descriptors—*Adult Education, Case Studies (Education), *Conference Reports, Curriculum, *Developing Nations, Educational Finance, Educational Radio, *Universities, *University Extension
Identifiers—Asia, Australia, Hong Kong, *India, New Guinea, New Zealand, Papua, Philippines, Singapore, South Pacific, Thailand
Papers presented at a conference organized by the Indian University Association for Continuing Education of India and the University of Madras are reproduced in these proceedings, as are case studies relating continuing education efforts in seven countries and Hong Kong and Singapore. The papers are as follows: "The Necessity and Strategy for Continuing Education in Asian Countries" by Raj Krishna, "Continuing Education and the University in a Developing Country" by J. E. Jayasuriya, "A Note on Continuing Education" by K. N. Raj, "The Role of University in Continuing Education" by V. V. John, "Programmes of Continuing Education in Universities" by B. H. Crew and S. C. Dutta, "Problems of Organisation, Finance and Structure in Universities" by Amrik Singh, "The Financing of University Adult Education in a Developing Country" by John Lowe, "Broadcasting in Continuing Education" by Laksiri Jayasuriya, "Continuing Education: A Challenge to the University" by A. J. A. Nelson. The countries reporting in the case studies are Australia, India, New Zealand, Phillippines, Papua and New Guinea, and Thailand. (DB)

ED 064 585 AC 012 674
Baker, Ruth
It's Good to Have a Friend.
Age Center of Worcester Area, Inc., Mass.
Pub Date Oct 70
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Human Relations, *Human Services, *Interpersonal Relationship, Nursing Homes, *Older Adults, Personal Care Homes, Rapport, *Volunteers, *Volunteer Training
This booklet explains to a prospective volunteer or other person who deals with the elderly their special needs in regard to human relationships and how to satisfy them. The necessity of reinforcing or restoring the older person's sense of worth and dignity is emphasized. Special hints are given for visiting the elderly in a group facility as opposed to at home. (CL)

ED 064 586 AC 012 675
Hustey, Joyce
An Evaluation of the Expanded Nutrition Education Program in Pennsylvania.
Pennsylvania State Univ., University Park. Cooperative Extension Service.
Report No—Exten-Stud-44
Pub Date 71
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Groups, Economically Disadvantaged, Extension Agents, *Extension Education, *Federal Programs, *Home Economics Education, Homemaking Education, Indigenous Personnel, *Low Income Groups, Nonprofessional Personnel, Nutrition, *Nutrition Instruction
Identifiers—Nutrition Education Program, Pennsylvania
The Nutrition Education Program, implemented in 25 Pennsylvania counties in 1969, attempted to help low-income families improve the nutritional adequacy of their diet by teaching food preparation, buying, and storing, and encouraging the use of food stamps. As of June, 1970 monthly turnover of clients stabilized at five percent, but there was a lessened percentage of persons in the less than $3000 annual income bracket. At the time that the first food records were taken, only 10 percent of the diets were considered adequate, while second records showed that 18-20 percent were satisfactory. The greatest improvements were in the milk and fruits and vegetables groups. The presence of older school children in the family had a positive effect on the dietary knowledge level of the homemaker, which, in turn, had a positive effect on dietary intake. (CL)

ED 064 587 AC 012 676
Lindsay, Carl A. Richard, G. Harold
Toward a Taxonomy for Continuing Education Instructional Activities in Higher Education.
Pub Date Jul 72
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Adult Education Programs, *Classification, Educational Accountability, Educational Programs, Higher Education, *Information Systems, Student Enrollment, *Taxonomy, *University Extension
Identifiers—Western Interstate Commission on Higher Education
Adult continuing education instructional activities in higher education are and will continue to become even more difficult to describe and define. The Western Interstate Commission on Higher Education Program Classification Structure, designed to provide a consistent means of identifying and organizing the activities of higher education in a program-oriented manner, would be more useful for classifying adult continuing education offerings if it were supplemented by a taxonomy providing additional categories of information. Such an addition would make possible the analysis of instructional activities along eleven independent dimensions and a very large number of combinations of dimensions by cross classification, many of which would be useful to institutions for internal record keeping and external reports. (Author)

ED 064 588 AC 012 677
Taylor, John E. And Others
The Concepts of Performance-Oriented Instruction Used in Developing the Experimental Volunteer Army Training Program.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-TR-72-7
Pub Date Mar 72
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, Enlisted Men, Individualized Instruction, *Instructional Innovation, Instructional Systems, Intelligence Factors, Learning Motivation, Military Personnel, *Military Training, *Performance Specifications, *Performance Tests, Skill Development, Training Techniques
Identifiers—Experimental Volunteer Army Training Program, Fort Ord
This report describes the planning and implementing of the Experimental Volunteer Army Training Program (EVATP) at Fort Ord early in 1971. This was the Army's first effort to effect major training innovations in the conversion toward an all-volunteer Army. By the fall of 1971, this program was being used as a model for implementing the EVATP at other Army Training Centers. In developing the EVATP system, six established learning principles were applied to Basic Combat Training and Advanced Individual Training to modify the conventional training system. Course objectives and performance tests used were developed jointly by Fort Ord and HumRRO. In a comparison with a conventionally trained group, independently conducted by the Infantry School at Fort Benning, EVATP graduates performed significantly better on five out of seven BCT subjects, and seven out of nine AIT subjects. In general, these gains were shown by men at all levels of aptitude. (Author)

ED 064 589 AC 012 678
Rossman, Mark H.
A Model to Recruit Functionally Illiterate Adults into Adult Basic Education Programs in Massachusetts.
Massachusetts Univ., Amherst. School of Education.
Spons Agency—Massachusetts State Dept. of Education, Boston. Bureau of Adult Education and Extended Services.
Pub Date Aug 71
Note—115p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Basic Education, *Audiovisual Communication, Functional Illiteracy, *Illiterate Adults, *Mass Media, Models, Program Evaluation, Questionnaires, Radio, *Recruitment, Television, Television Commercials
Identifiers—Massachusetts, Springfield
The hypothesis of this study was that a predominantly localized visual-aural recruitment package would be effective in attracting and recruiting functionally illiterate adults into Adult Basic Education programs. In order to test this hypothesis, data pertaining to past and current methods of recruiting students to Adult Basic Education programs were reviewed; a predominantly visual-aural recruitment package was developed professionally and tested in the City of Springfield, Mass.; and actual and potential students were interviewed to assess the efficacy of the package. Data acquired was programmed utilizing the Statistical Package for the Social Sciences model. It was concluded that such a method of recruiting potential students is effective, since 19.8% of the individuals enrolling in the Springfield Adult Basic Education program during the time of the experiment directly attributed their enrollment to the influence of the recruitment package. This contrasts with 8.1% of enrollments frequently attributed to the influence of the media. (Author/CL)

ED 064 590 AC 012 679
Career Renewal for Adults through Education; A Position Paper from the National Advisory Council on Adult Education.
National Advisory Council on Adult Education, Washington, D. C.
Pub Date May 72
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Development, *Adult Education, *Adult Students, Adult Vocational Education, *Career Education, Continuous Learning, Curriculum, Program Evaluation, Teacher Education, Vocational Development
Identifiers—*National Advisory Council on Adult Education
This position paper raises concerns, states positions, and makes recommendations about the way in which adult education and career education relate and coexist. The concept of career-oriented education for adults is supported, but concern over program direction prompted statements of position relating to career education research, curricula emphasis, agency articulation, alternative school models, teacher-counselor-administrator models, materials and tests, and evaluation and accountability techniques. (CL)

ED 064 591 AC 012 680
An Evaluation Instrument for Adult and Continuing Education Centers and Programs. Third Revision.
Pub Date 72
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Adult Education Programs, Adult Students, *Continuing Education Centers, Curriculum, *Evaluation Techniques, *Measurement Instruments, *Program Evaluation, School Administration, School Community Relationship, School Personnel, *Student Enrollment
This evaluative instrument provides the prospective evaluator with a means for systematically viewing nine common elements of Adult and Continuing Education Centers. These elements are: (1) setting and students; (2) philosophy and objectives; (3) facilities and equipment; (4) instructional programs; (5) administrative organization; (6) personnel; (7) services; (8) community relations; and (9) student achievements. The instrument is designed to be used as either a self-evaluation tool or as a common means whereby outside evaluators may systematically observe a center's program over a period of one or two days. The major portion of the document is comprised of the actual evaluation instrument. (CL)

ED 064 592 AC 012 681
Hendrickson, Andrew Aker, George F.
Improving Education for Older Adults. Third Leadership Development Institute.
Florida State Univ., Tallahassee. Dept. of Adult Education.
Spons Agency—Florida Board of Regents, Tallahassee.
Pub Date 72
Note—117p.; Proceedings of Institute held at Florida State Univ., Tallahassee, April 17-21, 1972
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Adult Education Programs, *Adult Vocational Education, Community Colleges, *Conference Reports, Federal Programs, Information Sources, Interagency Coordination, *Older Adults, Resources, Retirement, *Special Degree Programs
Identifiers—Florida
The third in a series of institutes for the development and improvement of educational programs for older persons dealt with three basic concepts: (1) the need for educational forms other than the classroom; (2) the use of educational processes in the older years as a continuation of education throughout life, rather than as a separate segment; and (3) the need for inter-institutional cooperation and collaboration. The following subjects were discussed in eleven addresses: pre-retirement planning; vocational training needs of older workers; inter-agency communication and cooperation at the community level; an adult degree program called Bachelor of Independent Studies; education for the aging in Florida's community colleges; and the availability of resource material. Reports from county groups, a program outline, a selected bibliography, and a roster of participants are included in the report. (CL)

ED 064 593 AC 012 682
Caro, Paul W. And Others
Determining Training Device Requirements in Fixed Wing Aviator Training.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-TR-72-11
Pub Date Apr 72
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Equipment Evaluation, *Evaluation Techniques, *Flight Training, *Military Training, Simulation, *Simulators, Training Techniques
Identifiers—*United States Army
A systematic study of all fixed wing pilot training programs at the U.S. Army Aviation School was conducted in fiscal year 1968. The objective was to determine whether training might be made more effective through greater use of synthetic flight training equipment and, if so, to specify the main characteristics of appropriate equipment. Secondary objectives were to assist in developing low cost devices for one course and to determine the probably cost-effectiveness of a commercially available device in another. A method was developed which identified specific and differential needs for synthetic equipment in each course and determined suitability of existing equipment to meet those needs. A generalizable, systematic method for determining requirements for synthetic training equipment in existing training programs resulted. (Author)

ED 064 594 AC 012 683
Whalen, Mary
Proposed Legislation on Veterans' Education and Training Benefits, 92nd Congress, 1st Session.
Library of Congress, Washington, D.C. Congressional Research Service.
Report No—UB-372-US-D-72-39-ED
Pub Date 7 Feb 72
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Legislation, *Federal Aid, *Federal Legislation, Legislation, Military Personnel, *Tuition Grants, *Veterans, *Veterans Education
Identifiers—United States Congress
Bills which have been introduced in the first session of the 92nd Congress on the subject of veterans' education and training benefits and which have been referred to the Veterans' Affairs Committees in either the House or the Senate are individually summarized. They are classified under the following headings: (1) educational assistance allowances; (2) new programs; (3) changes in entitlement and eligibility; (4) changes in War Orphans' and Widows' Educational Assistance Act; and (5) changes in administration. A short historical background of the Veterans' Readjustment Benefit Program and a chart showing the basic changes in the GI Bill from 1944 to the present are included. (CL)

ED 064 595 AC 012 684
Continuing Education Grants Program: Objectives, Priorities, and Guidelines.
National Inst. of Mental Health (DHEW), Bethesda, Md. Div. of Manpower and Training Programs.
Pub Date Jun 71
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education Programs, Federal Aid, Guidelines, Health Personnel, *Manpower Development, *Mental Health Programs, *Nonprofessional Personnel, Personnel, *Professional Continuing Education, Professional Personnel
Objectives, priorities, and program quality guidelines which have been developed as a result of knowledge gained from grant experience since 1966, changed societal conditions, and altered expectations of funding resources, and which are designed to guide the Continuing Education Branch of the National Institute of Mental Health in its allocation of funds are presented. The Continuing Education Branch is part of the Division of Manpower and Training Programs, and its broad objectives concern the continuing education and development of mental health personnel. A modified version of grant application instructions is included as a guide for potential grant applicants, for rough draft proposals or for local use in program planning. (CL)

ED 064 596 AC 012 686
Smith, James F. Flexman, Ralph E.
An Instructional Manual for Using Performance Record Sheets Designed for Primary Pilot Training.

Air Force Human Resources Lab., Williams AFB, Ariz.
Report No—AFHRL-FT-TR-72-11
Pub Date Mar 72
Note—115p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-739 190, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Flight Training, *Instructional Materials, Manuals, Performance, *Recordkeeping, Records (Forms), Task Performance, Teacher Education
This report provides a description of all steps required to develop daily performance record sheets; provides examples of performance record sheets which were used successfully; describes instructor training necessary to insure satisfactory results; and highlights restrictions or limitations to the use of this technique. (Author)

ED 064 597 AC 012 687
Rifkin, Kenneth I. And Others
Learner-Centered Instruction (LCI): Volume IV, The Simulated Maintenance Task Environment (SMTE): A Job Specific Simulator.
Applied Science Associates, Inc., Valencia, Pa.
Report No—AFHRL-TR-68-14; ASA-68-5161-2
Pub Date May 69
Note—62p.
Available from—National Technical Information Service, Springfield, Va. 22151 (AD-855 142, MF $.95, HC $3.00)
Document Not Available from EDRS.
Descriptors—*Job Training, *Machine Repairmen, Military Personnel, *Military Training, *Simulators, Task Performance, Testing
Identifiers—Learner Centered Instruction, *Simulated Maintenance Task Environment
The purpose of the simulated maintenance task environment is to provide a means for training and job performance testing of the flight line weapon control systems mechanic/technician for the F-111A aircraft. It provides practice in flight line equipment checkout, troubleshooting, and removal and replacement of line replaceable units in the resident training school or in the field. Also, it is used in conjunction with a performance test designed to measure the technician's ability to perform his job. (Author)

ED 064 598 AC 012 688
Functional Literacy: Why and How.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 70
Note—39p.
Available from—United Nations Educational, Scientific and Cultural Organization, Place de Fontenoy, 75 Paris 7e, France (COM.70/II.31/A; no price quoted)
Document Not Available from EDRS.
Descriptors—Adult Literacy, Adults, *Developing Nations, Experimental Programs, *Functional Illiteracy, *Illiterate Adults, *International Programs, *Literacy Education, Programs
Identifiers—Algeria, Ecuador, Ethiopia, Experimental World Literacy Programme, Guinea, India, Iran, Madagascar, Mali, Sudan, Syria, Tanzania, UNESCO, Venezuela
This report analyzes the initial results of UNESCO's Experimental World Literacy Programme and makes recommendations for future action. The meaning of functional literacy is discussed, and pilot projects in twelve countries are briefly described. The analysis reveals that the programme has fallen seriously behind schedule, that the number of adult illiterates so far affected is far short of the target, and that not enough experimental work has been done on methods and materials. The recommendations concern mainly the experimental projects, their relevancy and evaluation, and their link to national literacy programmes. (CL)

ED 064 599 AC 012 691
Spautz, Michael E.
A Survey of the Effectiveness of Management Development Programs.
Civil Service Commission, Washington, D.C. Bureau of Training.
Report No—Pamp-T-14
Pub Date May 71
Note—68p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Business, Course Evaluation, Industry, *Management Development, *Management Education, *Program Evaluation, Questionnaires, Research Criteria, Research Methodology, *Surveys
This paper summarizes the results of a survey of recent unpublished research studies, conducted in private industry and business, on the effectiveness of a variety of programs designed to develop management abilities. The purpose of the survey was to obtain information about private industry training evaluation practices which might be used or adapted for use by Federal agencies. Out of a total survey sample of 244, 17 studies were located that were substantial enough to be included in the report. The summaries are organized into two major categories defined in terms of the type of criteria against which the programs are evaluated: (1) external criteria; and (2) internal criteria. In addition, the criteria used in a particular study are classified into four levels of sophistication: (1) participants' reactions; (2) learning; (3) behavior change; and (4) results. Some general conclusions, recommendations, and the questionnaire used in the study are also presented. (CL)

ED 064 600 AC 012 692
Directory of Instructional Programs in Supervision and Management Training.
Civil Service Commission, Washington, D. C. Training Assistance Div.
Pub Date May 72
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Course Content, *Course Descriptions, Course Objectives, Educational Needs, Group Instruction, Independent Study, *Instructional Programs, *Management Education, Program Costs, Reference Materials, Resource Materials, *Supervisory Training
This directory, which is designed for the use of training officers in the Washington, D.C. area in prescribing learning programs to meet employee training needs, describes available group and self instructional programs used for the training of supervisors and managers. Each of the 21 courses listed contains the pertinent information necessary to make the determination of its appropriateness to meet the training needs of an agency. Such information includes subject matter, purpose, entry level, format, type of instruction, supervision requirements, time to complete, cost, and related materials. The course titles range from "Introduction to Supervision" to "The Effective Executive." (CL)

ED 064 601 AC 012 693
Lovett, T. O.
Community Adult Education; Evidence Submitted to the Russell Committee on Adult Education in England and Wales by the Workers' Educational Association (West Lancashire & Cheshire District) and the Liverpool Educational Priority Area Action/Research Project.
Liverpool Educational Priority Area Project (England).; Workers Educational Association, London (England).
Pub Date [71]
Note—15p.; Published in abridged form in "Studies in Adult Education" v3 n1 Apr 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Action Research, Adult Counseling, Adult Development, *Adult Education, *Adult Education Programs, Adult Programs, Community Development, Community Education, *Community Programs, *Disadvantaged Groups, Educational Innovation, Inner City, Lower Class, Parent School Relationship, Recreational Programs
Identifiers—Educational Priority Area Project, England, Liverpool
This paper discusses six roles which an adult education agency can fill in an Educational Priority Area and illustrates each one with examples from the Liverpool E.P.A. Project. These roles are: (1) adult education cum community development; (2) adult education as a resource in community development work; (3) adult education as an aid to parents and schools; (4) adult education as a forum for discussing personal, moral, and social problems; (5) adult education as an extension of recreation and entertainment; (6) adult education as a counseling service for individuals and groups. They are discussed in detail in order to emphasize the interrelationship of the various roles and their total contribution to the process of community development in an underprivileged community. (CL)

ED 064 602 AC 012 694
Jones, Bob Lovett, Tom
Living Today: BBC Local Radio Education.
British Broadcasting Corp., London (England).; Workers Educational Association, London (England).
Pub Date [71]
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Action Research, *Adult Education Programs, Blue Collar Occupations, *Disadvantaged Groups, *Educational Radio, Interagency Coordination, Lower Class, Programing (Broadcast), *Radio, Sociology
Identifiers—Liverpool England, Workers Educational Association
This booklet describes the setting, conduct and results of an action research project in which the Workers' Educational Association and the BBC local radio station in Liverpool jointly prepared an educational radio series for working class adults. In February 1971, six programs were broadcast under the series title "Living Today." Each program dealt with a topic relevant to the target audience. The general theme was to examine the influence which particular institutions have on people's lives and behavior, and the effect on the individual, group and community when these institutions lose power and influence in a rapidly changing society. The objectives for the series were: extension of vocabulary; critical awareness; use of concepts; and action. The project represented a new approach to neglected areas of adult education, using local radio as a vital instrument of contact between educationists and those whose needs are overwhelming and almost totally unsatisfied. (CL)

ED 064 603 AC 012 695
Brennan, Pamela Donoghue, Anna Acitelli
Biculturalism through Experiential Language Learning.
San Diego Community Coll., Calif. Adult Div.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Mar 72
Note—12p.; Paper presented at the Inter-American Seminar on Literacy in Social and Economic Development, Key Biscayne, Fla., Apr. 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biculturalism, Bilingualism, Contrastive Linguistics, *Cultural Differences, Decision Making, Educationally Disadvantaged, *Educational Methods, *English (Second Language), Individualized Instruction, Language Instruction, Learning Activities, Mexican Americans, Problem Solving, *Second Language Learning, Spanish Speaking
Identifiers—Project Step Up, San Diego
This paper describes the English as a Second Language Program developed for educationally disadvantaged Mexican-American adults as part of the educational offerings of Project Step-Up, an OEO-funded demonstration program in San Diego. Project Step-Up features a multifold methodological approach incorporating techniques from (1) life skills problem-solving; (2) programmed instruction; and (3) learning laboratories. This rationale led to the extension of the language laboratory into the community. The students are experientially prepared to assume productive roles in the alien Anglo culture through individualized programs of job and community related materials, techniques, and tasks aimed at making them as bicultural as possible. Because it is believed that decision making in the language context is facilitated by contrasting the two cultures, the students are placed in contexts that allow them to collect cultural information, analyze it and act on it. Contrast is the catalyst for eliciting information about themselves in relation to both cultures. Contrast sets, a basic technique of linguistics, is thus extended to the notion of teaching biculturalism. (CL)

ED 064 604 AC 012 696
Tichenor, P. J. And Others
Science, Mass Media, and the Public.
Pub Date [71]
Note—20p.; Paper presented at U.S. Department of Agriculture Science Writing Seminar, January 27, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communications, Information Dissemination, *Journalism, *Mass Media, News

Media, *Public Opinion, Research Utilization, *Sciences

Science reporting today is starting to undergo some basic changes, partly because of audience reactions which journalists have learned about, partly because of convictions of some writers that changes are needed, and partly because of the growing involvement of science and technology in pressing social problems. Science reporting is no longer confined to reporting of findings and discoveries alone, but increasingly deals with questions about who gets research funds, what problems will be studied, and whether scientists should take part in public decisions about application of scientific findings and technology. Research on the communication process shows that there is exceptionally high public interest in health, medicine, and nutrition; that public use of science content in the media is highly correlated with socioeconomic status; and that strong attitudes and high knowledge of mass media science content tend to go together. Research on understandability of science writing shows that numbers communicate meaning extremely well, and that new scientific terms may be introduced easily if they are used repeatedly and given a singular meaning. (CL)

ED 064 605 AC 012 697

Jarvis-Eckert, Marilyn A.

What Is Needed in the Extension Service to Enhance the Role of the Paraprofessional and the Professional?

Department of Agriculture, Washington, D. C. Extension Service.

Report No—PSD-1-18-5-72

Pub Date May 72

Note—11p.; Revised version of paper prepared for delivery to the Northeast Regional Directors, New York, New York, March 3, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Ladders, *Differentiated Staffs, Disadvantaged Groups, *Extension Agents, Extension Education, *Indigenous Personnel, Job Training, Lower Class, Middle Class, *Nonprofessional Personnel, Nutrition Instruction, Personnel Selection, *Professional Personnel, Training Objectives, Visiting Homemakers

This report points out some of the difficulties encountered by both professional extension personnel and indigenous aides who are hired to work with the disadvantaged. The first problem involves the selection of potentially effective aides, and is followed by difficulties in the aide's family as they adjust to her job situation. The homemaker's aide is expected, after three weeks of training, to become a program salesman, social worker, confidante, referral agent, and change agent. Accepting her as a person and giving her job security are priorities in making her feel a part of the ongoing extension program. She must not be forced into the middle class mold before she is ready for it. The professional home demonstration agent also requires help as she is forced into the role of supervisor of these aides. Aides that can assist with her former job with middle class women are a possibility. A paraprofessional organization would not serve the needs of nutrition aides as well as some of the currently available programs do. (CL)

ED 064 606 AC 012 698

Communications: State Staff Development Directory.

Department of Agriculture, Washington, D. C. Extension Service.

Report No—PSD-1-8-3-72

Pub Date Mar 72

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Coordinators, *Directories, *Extension Agents, Graduate Study, Inservice Education, *Instructional Staff, Land Grant Universities, *Manpower Development, Personnel Management, Professional Personnel, Professional Training, Staff Orientation, *State Programs

This directory lists the land grant college personnel having the major responsibility for extension training in each of the 50 states and the District of Columbia. In addition to the title, address, and telephone number of each person, an indication is given as to which of the following four functions he fulfills: (1) coordinator of staff development; (2) orientation education responsibility; (3) inservice education responsibility; and (4) graduate education responsibility. (CL)

ED 064 607 AC 012 699

Lovett, Tom

An Experiment in Adult Education in the EPA.

Liverpool Educational Priority Area Project (England).

Report No—Occas-Pap-8

Pub Date 70

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Action Research, *Adult Education Programs, Blue Collar Occupations, *Community Involvement, Community Problems, *Disadvantaged Groups, Educational Philosophy, Experimental Programs, *Instructional Innovation, Lower Class, Neighborhood Centers, *Teaching Techniques

Identifiers—Educational Priority Area Project, England, Liverpool, Workers Educational Association

This report deals with the philosophy behind the Liverpool Educational Priority Area Project, a program of adult education for working class persons, and describes two of the programs in detail. Education in an EPA needs to be relevant, grounded in real problems and situations, and the emphasis should be on involvement and discovery. The first experiment in community involvement described succeeded because of the initiative of the local people using their skills and experiences to set up their own community center. The other program went a step further in that as the residents became more involved, they reached the point where they felt they needed something of a more formal educational nature. The challenge that these innovative types of adult education present to the Workers' Educational Association is described. (CL)

ED 064 608 AC 012 700

Trant, David

Evaluation of Adult Education.

Pub Date 17 Mar 70

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education Programs, Adult Students, *Evaluation, Evaluation Needs, Evaluation Techniques, Evening Programs, Night Schools, *Participant Satisfaction, *Program Evaluation, Questionnaires, Student Attitudes

Identifiers—Vancouver

This paper examines in detail the problem of evaluation as applied to adult education, and presents results of a study in which adult students evaluated the night school program in Vancouver by means of a questionnaire. The following topics are discussed: the definition of evaluation; the differences between evaluation as applied to adult education and to formal education; the meaningfulness of evaluation; its basic theory; and which questions to ask about the success of adult education and how to secure answers. The Vancouver study revealed that an overwhelming majority of the participants look very favorably on their adult school experiences and consider they are achieving their objectives. A copy of the questionnaire is included. (CL)

ED 064 609 AC 012 703

Lovett, Tom

The Role of School Managers in Educational Priority Areas.

Liverpool Educational Priority Area Project (England).

Pub Date 71

Note—14p.

Available from—Secretary, Liverpool Educational Priority Area Project, Paddington Comprehensive School, Liverpool L7 3EA, England (5 pence/copy, 38 pence/12 copies, 63 pence/24 copies; all plus postage)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Schools, *Coordinators, Disadvantaged Groups, *Management, *Management Education, Nonprofessional Personnel, School Community Cooperation, *School Community Relationship, Socially Disadvantaged

Identifiers—Educational Priority Area Project, England, Liverpool

This report is concerned primarily with impressions gained from a course on the role of school managers which was held for managers of schools in Liverpool's designated Educational Priority Area (EPA). The Liverpool EPA Project is an attempt to create support for the idea of the community school in socially deprived areas. The function of the school manager is to exercise a degree of local control over a school which is centrally administered by a large local authority. The manager acts as a means of communication between residents and the school, and is acquainted with the special needs and problems of his school. An account is given of the discussions during the course on the role and functions of school managers as they themselves see it, and an analysis is presented of those views in the light of the Plowden Report's recommendations on managing bodies within the concept of the community school. (CL)

ED 064 610 AC 012 704

Jackson, Keith Lovett, Tom

Educational Priorities and the W.E.A.; The Case for Reform.

Workers Educational Association, London (England).

Pub Date 71

Note—9p.

Available from—Secretary, Liverpool Educational Priority Area Project, Paddington Comprehensive School, Liverpool L7 3EA, England (5 pence)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Education Programs, *Agency Role, Blue Collar Occupations, Community Coordinators, Community Programs, *Disadvantaged Groups, *Educational Innovation, Inner City, Lower Class

Identifiers—England, Liverpool, WEA, Workers Educational Association

Suggestions are given for involving working class adults in various forms of adult education. The material is derived from practical experience of the Workers' Educational Association (W.E.A.) and the Institute of Extension Studies in Liverpool, where experimental methods were developed for involving the working class communities in central Liverpool in adult education. It is shown that the W.E.A. is uniquely placed to make a major contribution in this field, because of its national organization and its network of tutors and branches, but that it must recognize the need for new flexibility and accessibility and a decision about priorities, as well as cooperation between W.E.A. branches, local education authorities, and universities. (CL)

ED 064 611 AC 012 705

Jones, Isabel A.

Youth Development Program Expansion; A Study of the Use of Paraprofessionals in Youth Program Expansion and Development from Middle Class Areas and Critical Areas of St. Louis, Missouri.

Pub Date Oct 69

Note—32p.; Special Problem Report

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Action Research, Demonstration Projects, Disadvantaged Youth, Extension Education, Leadership Qualities, Leadership Training, *Nonprofessional Personnel, Program Development, Program Evaluation, *Recruitment, *Urban Extension, *Urban Youth, *Youth Programs

Identifiers—Missouri, St. Louis

This informal study sought to determine the effectiveness of paraprofessionals in extension work dealing with the development and expansion of youth programs in disadvantaged areas of St. Louis. Program objectives were: (1) to reach more youth in educational programs sensitive to the life style of urban youth; (2) to develop new ways of recruiting and developing leaders; and (3) to provide opportunities for creative adaptations of program ideas and changes. This report considers the following: (1) the place of this study in action research, and some precautions concerning demonstration-study projects, (2) some questions that need to be considered in the early phase of a youth program membership expansion effort, and (3) educational, social, and, economic differences, and the criteria for evaluation of the program's effectiveness. The results of the study justify greater involvement by paraprofessionals in extension youth work in urban areas. (CL)

ED 064 612 AC 012 706

Lovett, Tom

Memorandum (March, 1971) on Proposed Training Course in "Community Adult Education."

Workers Educational Association, London (England).
Pub Date Mar 71
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education Programs, *Adult Educators, Blue Collar Occupations, *Community Coordinators, Community Programs, *Course Content, *Curriculum Development, Disadvantaged Groups, Field Experience Programs, *Professional Education
Identifiers—Educational Priority Area Project, England, Liverpool, WEA, Workers Educational Association
The rationale for a diploma course in Community Adult Education is discussed, based on adult education work pioneered by the Workers' Educational Association, in association with the Liverpool Educational Priority Area Project. The need for an effective training program has become more apparent as increasing numbers of part-time tutors are involved in the project. Their continuing dependence on the tutor/organizer's advice and assistance in matters of curriculum, method, and approach illustrate the need for a new type of training for professionals working in this field. The proposed course would involve practical work in the Liverpool Project, as well as the following academic subjects: (1) theory and practice of community development, (2) market research and the social services, (3) sociology, (4) popular culture, (5) learning through doing theory and techniques, (6) sociology of education, and (7) philosophy of education. (CL)

ED 064 613 AC 012 707
Management Education.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date 72
Note—128p.; Statements delivered at Symposium on Management Education held by the Industry Committee of the OECD, June 2-3, 1971
Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave. N.W., Washington, D.C. (30.297, $2.25)
Document Not Available from EDRS.
Descriptors—Conference Reports, Cooperative Programs, Developed Nations, Educational Facilities, Industry, Inservice Education, International Organizations, *Management Development, *Management Education, *Professional Continuing Education, *Program Evaluation, School Industry Relationship, *Symposia
Identifiers—Europe, Japan, OECD, Scandinavia, United States
The papers in this report were presented at a 1971 symposium on management education held under the auspices of the Industry Committee of the Organization for Economic Cooperation and Development (OECD). Under the major topic of "The Present State of Management Education in OECD Countries" are the following papers: "-Gardens and Graveyards in Management Education"; "The Situation of Management Education in Japan"; and "In-Career Training in Management Education." Four papers dealing with the situation of management education in OECD European member countries, Scandinavian countries, North American countries, and Japan are included under the topic "Industry's Needs for Qualified Management." The following papers deal with the major topic "Possibilities for Action by OECD and by Member Governments": "Contacts between Management Education Centers and between These Centers and Industry"; "-Coordination at National and International Level of Existing Management Education Programs"; "Quality of Management Education Imparted by Management Training Centers"; and "Improvement of Management by Firms Individually and between Firms." (CL)

ED 064 614 AC 012 709
Boydell, T. H.
A Guide to the Identification of Training Needs.
British Association for Commercial and Industrial Education, London (England).
Pub Date Oct 71
Note—32p.
Available from—British Association for Commercial and Industrial Education, 16 Park Crescent, London W1N 4AP, England (SBN 85171 046 8, 80 pence/members, 1.60 pounds nonmembers)
Document Not Available from EDRS.
Descriptors—*Administrative Personnel, Administrator Guides, *Educational Needs, Educational Programs, Guides, *Industrial Personnel, *Manpower Development, Manpower Needs, Program Development
This comprehensive analysis of training needs, which is illustrated with case studies and factual examples, is directed towards training management, but its concepts are expressed in terms valuable to all management. The first chapter answers the question, "What are training needs?" The following chapters discuss present and future training needs, basic manpower planning, and the process of identifying training needs. The appendix contains a ten-step outline to follow in developing a systematic training program. (CL)

ED 064 615 AC 012 710
Industrial Training--The Future. Report of the BACIE Special National Conference (London, February 14, 1972).
British Association for Commercial and Industrial Education, London (England).
Pub Date Apr 72
Note—44p.
Available from—British Association for Commercial and Industrial Education, 16 Park Crescent, London W1N 4AP, England (SBN 85171 050 6, 1 pound/members, 2 pounds/nonmembers)
Document Not Available from EDRS.
Descriptors—Agency Role, *Conference Reports, Cooperative Planning, Cooperative Programs, Educational Finance, Educational Opportunities, Governing Boards, *Government Role, Industrial Education, *Industrial Training, Management Education, School Industry Relationship, Training Allowances, *Vocational Education
Identifiers—United Kingdom
The BACIE Conference held on February 14, 1972 provided a national platform for the discussion of vocational education and training. The main points of the Government's consultative document, "Training for the Future," were presented, along with speeches presenting the view from industry, the trade unions, and education. A panel of five discussed questions concerning the training board system, a National Training Agency, the link between industry and education, management training, and the training opportunities scheme. A summary of the Government's conclusions and proposals is presented in the appendix, along with a list of delegates. (CL)

ED 064 616 AC 012 713
Kreplin, Hannah
Credit by Examination: A Review and Analysis of the Literature.
California Univ., Berkeley. Office of the Vice President - Planning and Analysis.
Spons Agency—Ford Foundation, New York, N.Y.
Report No—P-20
Pub Date Jul 71
Note—92p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Acceleration, College Administration, *College Credits, College Faculty, *College Programs, College Students, Cost Effectiveness, Credits, Educational Testing, *Equivalency Tests, Higher Education, *Literature Reviews, Measurement Techniques, Student Motivation, Test Construction, *Testing
This paper examines programs of course credit by examination in American higher education. After a brief sketch of the credit-hour system, various programs in actual operation are described. The ensuing analysis focuses on the following issues: appropriateness of various subject-matters to programs of credit by examination; attitudes towards credit by examination; results for participating students of credit by examination programs; financial costs and benefits of credit by examination; and patterns of examination design and administration. A four-page bibliography is included. (Author/CL)

ED 064 617 AC 012 714
Brownell, Joseph C.
A Study of Urban 4-H Club Programs in Thirty Cities of the United States.
Pub Date [71]
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Youth, Extension Agents, Extension Education, Field Studies, Financial Support, *Urban Extension, *Urban Youth, *Youth Clubs, *Youth Programs
Identifiers—Albany Oregon, California, Chicago, Cooperative Extension Service, Four H Clubs, Las Vegas, Minneapolis, Orlando, Portland, St Paul, Trenton
This report covers a six-month sabbatical travel study of urban 4-H programs in 30 United States cities. The purpose of the study was to search for 4-H programs and methods which were being used successfully with urban boys and which might be adapted for use in other urban situations. Interviews with professional 4-H personnel, aides, and leaders of other youth organizations were subjective in nature. Many instances were found where individual agents were making a strong effort to provide innovative programs, but most of them reflected local conditions so strongly that they could not be readily transposed to another situation. However, eight programs with wider possibilities were discovered. It was found that relatively little commitment has been made to urban 4-H programs by Cooperative Extension, and that a regularly funded program is necessary to gain the confidence of people and to attract leaders. (CL)

ED 064 618 AC 012 715
Friedland, William H.
Migrant Labor: Teaching, Research and Policy; A Final Report to the Ford Foundation on a Four Year Project.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date 1 Feb 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Curriculum, *College Students, *Course Evaluation, Credit Courses, Curriculum Enrichment, Field Studies, Migrant Workers, Research Projects, Social Sciences, *Sociology, Student Evaluation, *Student Research, Undergraduate Study
This study involving migrant agricultural workers began in 1966 and continued for four summers. In its initial conception, the two projects that were carried on, the Cornell Migrant Labor Project and the California Agricultural Workers Study, were intended to accomplish three basic functions: (1) to influence the development of policy; (2) to integrate more effectively the functions of instruction and research by involving undergraduates in policy-oriented study and by utilizing their own work to provide the basis for sociological instruction; and (3) to make contributions to general sociology. Only the second of these was significantly accomplished. The integration of teaching and research in the program was carried out through four phases of activity: (1) careful selection of student participants; (2) a preparatory seminar held during the semester preceding the summer field work; (3) field research during an eight-week period in summer; and (4) an analysis seminar held during the semester following the summer field work. Results of a questionnaire evaluating the impact of the project on the students showed their approval of this method of sociological instruction. (CL)

ED 064 619 AC 012 717
Leedy, Herbert B.
Training in Mechanized Stock Accounting Systems in Army Logistics.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-TR-72-16
Pub Date May 72
Note—137p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Computers, Data Processing Occupations, *Electronic Data Processing, Facility Inventory, *Job Training, Military Personnel, *Military Training
Identifiers—NCR 500
Army experience with a small mechanized stock accounting system, the NCR 500, was studied with respect to personnel and training, in order to improve implementation of newer and more complex computer-based logistics systems. Officers and enlisted personnel in various duty positions connected with NCR 500 systems in four Far Eastern commands were interviewed. Data showed there had been a continual input of underskilled personnel into nearly all of the duty positions in the mechanized stock accounting system and at its major interfaces. Interviews in-

dicated that efficiency would have been promoted by (1) integrating NCR 500 procedures and concepts with repair parts supply procedures and concepts, (2) a total systems approach to training, (3) upgrading the storage operation as well as the supporting stock accounting system, (4) assigning more well-qualified technical supply officers, and (5) training in the NCR 500 system for more noncommissioned officers with repair parts supply experience. (Author)

CG

ED 064 620 CG 007 096
Biddle, W. Barry And Others
The Effect of Risk on Concept Acquisition.
Pub Date 70
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Science Research, *Cognitive Processes, Concept Formation, Creative Thinking, Decision Making, Educational Research, *Learning Processes, Problem Solving, Research, Risk, *Thought Processes

This study was conducted to determine whether efficiency in concept attainment can be increased as a function of the interaction of the use of good negative instances and increased attention as defined in terms of risk conditions. Subjects were 36 ninth-grade students of average problem solving ability as determined by IQ. Six treatment groups were formed by combining three types of series of instances, made up of good positive and good and poor negative instances, with a risk condition and a non-risk condition. It was hypothesized that if attention was increased, the combination good positive (GP) good negative (GN) series would be more efficient than GP only series or GP and poor negative PN series. It was concluded that generally a series of GP instances only are more efficient for concept acquisition than a mixed series containing either GN or PN instances. The authors discussed several areas suggested by the present study where further investigation should prove to be productive. (BW/Author)

ED 064 621 CG 007 103
Dixon, C. O., III
The Group Process as an Aid to Academic Underachievers-A Review of the Literature.
North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
Pub Date Jan 72
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Achievement, *Group Activities, *Group Dynamics, Group Instruction, Group Relations, Groups, *Literature Reviews, Low Ability Students, Students, *Underachievers

This review of the literature was undertaken by the author with the hope that he would garner some knowledge which would be practically useful in using group work with underachieving junior college students. Of the studies reviewed, two seemed to offer ideas which could be of direct, functional benefit. One of these was a report of research which was unique in that it placed emphasis on the prevention of underachievement rather than its cure. The other report indicated that upperclassmen trained in group work would perhaps be the best qualified academic counselors available. However, it was the opinion of the author that taken in aggregate the research on group work with underachievers represents a fragmented, contradictory, incoherent hodgepodge of inconclusive data. The author of one of the reviewed articles indicated that the lack of uniformity in the identification of "underachievers" causes the confusion in related research. He suggested that more exacting criteria for selection of the population to be studied must be established. (Author/BW)

ED 064 622 CG 007 134
Tennyson, Robert D.
Instructional Model for Concept Acquisition.
Pub Date 72
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Concept Formation, Concept Teaching, Conceptual Schemes, *Instruction, *Instructional Design, Instructional Improvement, *Instructional Systems, *Learning, Learning Processes, Thought Processes

The purpose of this paper is to demonstrate the feasibility of applying research variables for concept acquisition into a generalized instructional model for teaching concepts. This paper does not present the methodology for the decision/selection stages in designing the actual instruction task, but offers references to other sources which give in-depth procedures. Rather, the purpose is the presentation of the management model rather than the developmental procedures. The instructional model is designed according to conclusions resulting from research studies investigating variables hypothesized to have a direct application to concept teaching. Although the model specifies concept teaching, other types of behavior could use the same sequence, and probably a typical instructional lesson would include various types of behavior. The premises in this paper are that instructional design should be decided by theory as much as possible, and that design components should represent a parsimonious approach to development. (Author/BW)

ED 064 623 CG 007 143
Young, Jon I. And Others
The Effects of Review Techniques and Instance Presentation on Concept Learning Tasks.
Pub Date 72
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Science Research, College Students, *Concept Formation, Concept Teaching, *Learning, Learning Activities, Learning Experience, *Learning Processes, Learning Theories, Review (Reexamination), *Thought Processes

This study of concept learning was intended to supply data concerning the interaction of different values of three variables with each other. These three variables which may influence concept learning are augmentive information, method of presentation, and instance difficulty. Three types of specific review (total, partial, and none) were used, two methods of presentation (simultaneous and sequential) and two levels of task difficulty (easy instances and both hard and easy instances) were employed. Nine hypotheses were generated to examine the effects of these variables. Subjects for this study were 169 undergraduate psychology students at Brigham Young University. They were randomly assigned to one of twelve experimental groups or a control group. The results indicated that all of the treatment produced some learning by the subjects. It was concluded that the most efficient means of promoting concept learning is to use both easy and hard instances with specific review. The method of presentation was found to be optional. It was also concluded that the three variables mentioned above do seem to affect concept learning. (Author/BW)

ED 064 624 CG 007 157
Ford, W. Scott Muse, Donald
Self-Concept and Students' Future Educational Plans.
Florida State Univ., Tallahassee. Inst. for Social Research.
Pub Date Apr 72
Note—23p.; Paper presented at the annual meeting of the American Educational Research Association in Chicago, Illinois on April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aspiration, Career Planning, *Educational Planning, High School Students, Identification (Psychological), Junior College Students, Morale, *Occupational Aspiration, *Self Concept, *Self Concept Tests, Self Esteem, Self Evaluation

This paper presents findings on the relationship between the social psychological dimension, students' self concept, and the students' future educational plans. The authors used a scale which measures whether an individual's self-concept is characterized by a mastery over his personal life or by a sense of futuristic fatalism. The research findings reported are based upon survey data obtained from over 3,300 students from Dade County, Florida, 930 graduating junior college students and 2,453 high school students. The results indicate that, excepting for some minority group students, the self-concept of high school seniors and junior college graduates is positively associated with their parent's socioeconomic status (as measured by income). It was also found that the more positive a student's self-image, the more likely he is to have "long-range" educational plans. The authors conclude that research could be profitably undertaken to further examine the relationship between the self-concept of high school-age students and their educational plans and careers. (Author/BW)

ED 064 625 CG 007 158
Thompson, Donald L.
The Relationship of Parent-Child Interaction and Intelligence Among Children from Large Families.
Pub Date Apr 72
Note—8p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Science Research, Family Influence, Human Relations, *Intelligence, *Interaction, *Interaction Process Analysis, *Parent Child Relationship, Parent Influence, *Parent Role, Parents, Relationship

This study explored the difference in intelligence among children from large families in relation to parent-child interaction patterns. The sample consisted of 56 children from large families living in Central West Virginia. The 56 children represented 20 families, all of which had five or more children, and were of similar economic circumstances. Measurement of parent-child interaction was accomplished using a locally produced scale which was administered verbally to the children and designed to measure a child's assessment of the quality and quantity of their parents' interaction with that child. The child's response to each question was rated into one of three categories provided by each item on the scale. The results of this study indicate the value of parent-child interaction in facilitating the development of children's cognitive skills. The author concludes that programs such as the Department of Health, Education, and Welfare's Project Home Start should answer many questions about the value of educating parents to be effective educators of their children. (Author/BW)

ED 064 626 CG 007 187
Dion, Kenneth L. Dion, Karen K.
Correlates of Romantic Love.
Pub Date Apr 72
Note—12p.; Paper presented at the Annual Convention of the Eastern Psychological Association, April 12, 1972, Boston, Massachusetts
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Science Research, *Correlation, *Individual Characteristics, *Individual Differences, Measurement Techniques, Questionnaires, *Sex Differences, Statistical Analysis, *Statistical Studies

In this study, individual differences in internal-external control were expected to relate to several aspects of romantic, hetrosexual love. For example, it was hypothesized that proportionally fewer internals experience romantic attachments. Moreover, among persons having been in love, internals were expected to have fewer romantic experiences and to experience romantic attraction as less mysterious, less volatile and less intense than externals. Finally, internals were expected to have a less idealistic orientation toward romantic love than externals. Subjects consisted of 255 undergraduate introductory psychology students. These subjects completed Rotter's Internal External (I-E) Scale as well as a Romantic-Love Questionnaire specifically devised for this study. The results showed that internal-external control and sex of subject are relevant correlates of hetrosexual romantic love. The authors concluded that these results indicate the potential fruitfulness of correlation research on romantic love and its usefulness as an adjunct to experimentally-oriented and cross-cultural research approaches to this phenomenon. (Author)

ED 064 627 CG 007 209
Kaniel, Shoshana
The Social Background of Students and Their Prospect of Success at School.
Israel National Commission for UNESCO.; Ministry of Education and Culture, Jerusalem (Israel).
Pub Date Jan 71
Note—82p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Classroom Integration, *College Students, Educational Discrimination, Educational Sociology, Failure Factors, *Secondary School Students, *Social Background, Social Class, Social Disadvantagement, Social Experience, *Social Factors, Social Integration, Social Values, *Success Factors
Identifiers—International Bureau of Education, *Israel

This report was written in answer to an inquiry of the International Bureau of Education (IBE). It attempts to answer the questions presented in the IBE questionnaire from the point of view of history, policy making and implementation, and to relate educational activities to pertinent research. As required by the IBE, the survey was limited to the primary and secondary levels of education, excluding higher education; also, as required, attention was focused only on those aspects of the problem that fall within the domain of the educational authorities. The report is based on published documents, scientific articles and research reports. It describes the educational trends in the State of Israel over three decades. In the first decade, educational policy dealt with problems of a quantitative nature. The second decade was devoted to raising the level of education of the deprived segments of the population. The goal of the third decade will be to raise the standard of the whole educational system. (Author/BW)

ED 064 628 CG 007 225
Riegel, R. Hunt
Measuring Children's Organizational Strategies by Sampling Overt Groupings.
Pub Date Apr 72
Note—57p.; Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Children, *Cognitive Measurement, Cognitive Tests, Evaluation, Learning Processes, Logic, Measurement, *Measurement Instruments, *Psychological Tests, *Sampling, Thought Processes

This paper begins with a brief review of research trends in the area of organization and memory. A discussion in them presented their relevance to the study of children's processing abilities, and the suggestion is presented of a possible useful tool in the application of knowledge about information processing to the educational experience of the child. While the author's major interest is in the field of learning in handicapped children, it is suggested that young normal children may also benefit from such applications. The measurement tool described is The Sampling Organizational and Recall Through Strategies (S.O.R.T.S.) test. It has been designed to diagnose specific levels of spontaneous grouping strategy generation in such a way as to predict an appropriate educational intervention to enhance the use of conceptual strategies. The procedure for administering and scoring the test is described, in addition to a discussion of test interpretation. (BW/Author)

ED 064 629 CG 007 226
Sabine, Gordine
Teachers Tell It-Like It Is, Like It Should Be.
American Coll. Testing Program, Iowa City, Iowa.
Pub Date 71
Note—143p.
Available from—ACT Publications, P. O. Box 168, Iowa City, Iowa 52240 (HC $3.00)
Document Not Available from EDRS.
Descriptors—*Public School Teachers, *Secondary School Teachers, *Teacher Attitudes, Teacher Experience, Teacher Motivation, *Teacher Response, Teacher Role, *Teachers, Teacher Stereotypes, Teaching Experience

The objective of this report is that teachers need to be heard more. They need to have the chance to express their frustrations and air their anger, and to do so in a way that will get the message beyond the protective custody of officialdom to the audience that really needs to hear it (parents and the general public). This book is a summary and report of what happened when The American College Testing Program (ACT) conducted TEACH-POLL, a mail questionnaire of high school teachers all over the nation. It gave 2,692 high school teachers the opportunity to express their feelings and opinions about parents, principles, superintendents, school board members, legislators, students, taxpayers, and many others. Most of the book represents selected quotations chosen from the hundreds of thousands of words the teachers write in response to the open-ended questions about who misunderstands them, about parents, and about how (if they were superintendent) they would increase public understanding and support of the schools. (Author/BW)

ED 064 630 CG 007 227
Sanford, Nevitt And Others
New Directions in Higher Education.
American Coll. Testing Program, Iowa City, Iowa.
Pub Date 25 Mar 71
Note—44p.; Papers presented at the Northern California Educational Conference in Sacramento, California on March 25, 1971
Available from—ACT Publications, P. O. Box 168, Iowa City, Iowa 52240
Document Not Available from EDRS.
Descriptors—College Bound Students, College Integration, *Colleges, *College Students, *Conference Reports, Educational Objectives, *Higher Education, *Post Secondary Education, Students, Undergraduate Study, Universities

This is a report of the proceedings of the 1971 Northern California Educational Conference. The Conference was small in scale, with less than one hundred participants; short in duration, lasting for only a part of a day; but presented two main speakers. Participants were particularly stimulated by being told that making the educational environment more humane was still a basic goal of some and a possible new thrust for others in the coming years. The conference was opened by Fred F. Harcleroad, president of the American Testing Program (ACT). He discussed the two major trends in higher education. The first trend is a reassessment of all institutions in higher education. The second trend is the emergence of students who in the past would not have been offered the opportunity of higher educatin. This was followed by a discussion of the impact of the new student on higher education by Edwin S. Lingelhofer. The conference was conducted with a paper by Nevitt Sanford on humanizing education beyond the secondary school. (BW/Author)

ED 064 631 CG 007 232
Webb, A. Bert Cormier, William H.
Effects of the Use of Behavioral Objectives and Criterion Evaluation on Classroom Progress in Adolescents.
Pub Date 7 Apr 72
Note—16p.; Paper presented at the American Educational Research Association Convention, Chicago, Illinois, April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Behavioral Science Research, Behavior Change, Classroom Observation Techniques, *Classroom Research, Cognitive Objectives, Course Objectives, Criteria, *Evaluation Criteria, *Objectives, Performance Specifications, Student Behavior

The purpose of this investigation was to assess the effects of behavioral objectives and criterion evaluation upon the classroom progress of adolescents. Classroom behavior and academic achievement were examined within the experimental setting. In assessing the importance of this study, consideration was given to classroom behavior and achievement of disruptive students, teacher expectations, and modifications of instructional techniques. Two eighth grade teachers participated, and 22 students were subjects. Four observers and one grader recorded data daily. The teachers were trained to write behavioral objectives and to employ criterion evaluation during treatment conditions. Analyses of variance showed significant differences in classroom behavior and in achievement. It was concluded that the use of behavioral objectives and criterion evaluation had a positive effect on the classroom progress of adolescents. It was also concluded that the process of remediation expanded the opportunity for learners to reach prespecified goals. (Author/BW)

ED 064 632 CG 007 235
The Consumer and Recreation.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 72
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activities, Athletic Activities, Community Resources, Facilities, *Leisure Time, *Play, *Recreation, *Recreational Activities, Recreational Facilities, Recreational Programs, *Vacation Programs

This publication deals with recreation and leisure in American society. It is stated that the greater mobility of Americans, the increased time and money available for leisure time pursuits, the higher degree of educational level with accompanying wider interests, and the changing attitudes toward the balance between work and play are having significant effects in the field of recreation. Issues and questions related to recreation are discussed. Among these are the factors changing recreational patterns, buying recreational equipment, teenage spending, factors to be considered in choosing recreation, balanced recreation, and recreation in the city and in the country. Other topics of discussion include bicycling, hosteling, automobile travel, camping, wilderness experience, camping vehicles, campsites, hobbies, and tours. It is concluded that the nation's educational institutions at all levels - local, regional and state - should renew their commitment to play a major role in developing proper attitudes concerning leisure and leisure proficiencies among students. (Author/BW)

ED 064 633 CG 007 242
Using ACT on the Campus.
American Coll. Testing Program, Iowa City, Iowa.
Pub Date 71
Note—32p.
Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240
Document Not Available from EDRS.
Descriptors—Colleges, *Evaluation, *Evaluation Methods, Evaluation Techniques, *Higher Education, Measurement, *National Competency Tests, *Student Evaluation, Testing, Test Interpretation, Tests

The American College Testing Program (ACT) was founded as an inviolate public trust, and operates as a nonprofit corporation governed by educational representatives from individual states or regions and a Board of Trustees. A fundamental goal of the program is to exercise educational leadership by conducting testing, information-gathering, evaluating, and related activities in order to assist in the identification and solution of educational problems and to communicate to the general and professional publics knowledge and ideas about education. This publication is intended to be used as a guide for the use of ACT services at institutions of higher education. The programs and purposes of ACT are explained followed by a description of the process of reporting ACT scores and the use of ACT battery materials. A discussion of research and development services is also presented. Other information included in this bulletin includes financial aid, the high school student profile report, a description of ACT publications, and a listing of ACT regional offices. (BW/Author)

ED 064 634 CG 007 243
Volunteers in College and Career Information (VICCI)!
San Francisco Unified School District, Calif.
Pub Date Jun 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, Counseling Effectiveness, Counseling Programs, Counseling Services, Counselor Selection, Counselor Training, *Educational Counseling, *Paraprofessional School Personnel, *Pupil Personnel Services, Pupil Personnel Workers, *Vocational Counseling, *Volunteers

The Volunteers in College and Career Information (VICCI) is an innovative attempt to improve guidance services within San Francisco High Schools. To insure that the volunteers receive proper training and supervision, the program was placed under the direction of a credentialed counselor or project director. Three major results have been demonstrated by the project: (1) that it is possible to train and use volunteers to provide a variety of pupil personnel services; (2) that the service is desired and used by students and staff and is a success in its first year of operation; and (3) that flexibility is necessary to operate and that this is what VICCI lacks in school district operation. It is intended that VICCI be primarily an informal, "drop-in" service to students. This consists of basic college and career information,

special research or extra help in exceptional situations, and a readily available "listening ear." (Author/BW)

ED 064 635 CG 007 250
Brown, Paul L. Presbie, Robert J.
"Accentuate the Positive." The Results of an In-Service Training Program in the Principles and Techniques of Behavior Modification in the Classroom.
State Univ. of New York, New Paltz. Coll. at New Paltz.
Pub Date Apr 72
Note—19p.; Paper presented at the Eastern Psychological Association, 43rd annual meeting on April 12, 1972 in Boston, Massachusetts
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, *Elementary Education, *Elementary Grades, Elementary School Students, *Elementary School Teachers, Inservice Courses, Inservice Education, *Inservice Teacher Education, Primary Education

The authors were asked to provide in-service training for teachers in an elementary school on an experimental basis. This was the first time the district has offered such training in a single school for faculty of that school. Twenty-two of the twenty-seven teachers at the 800 pupil elementary school in Spring Valley, New York were enrolled in an in-service training course entitled "Behavior Modification Procedures for the Elementary School Teacher." Among the pinpointed behaviors chosen by the teachers to work on were: hitting; out of seat; following instructions; starting and completing class assignments; completing homework; talking spontaneously; accuracy in arithmetic; thumbsucking; group talkout; spelling accuracy; reading speed and comprehension; and wearing glasses. By the third training session most teachers had successfully changed a behavior in the desired direction. Following nine hours of training in behavioral psychology the entire faculty of the elementary school were applying operant techniques with no further apparent need of consultation with the instructors. (Author)

ED 064 636 CG 007 257
Federal Involvement in the Use of Behavior Modification Drugs on Grammar School Children of the Right to Privacy Inquiry. Hearing Before a Subcommittee on Government Operations, House of Representatives, Ninety-First Congress, Second Session.
Congress of the U.S., Washington, D.C. House.
Pub Date 29 Sep 70
Note—178p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. (HC, $.65)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Drug Therapy, *Elementary Education, Elementary Grades, *Elementary School Students, Elementary School Teachers, *Federal Government, Federal Legislation, Government Publications, *Primary Education

This publication consists of a hearing before a subcommittee of the committee on government operations of the United States House of Representatives. The hearing was conducted during the second session of the ninety-first congress in September of 1970. The primary purpose of this hearing was to investigate Federal responsibility in promoting the use of amphetamines to modify the behavior of grammar school children. Such an investigation was stimulated by the indications that these days are being widely employed to ameliorate the effects of what is called minimal brain dysfunction (MBD) in children. Statements were presented by several recognized authorities in the fields of education, child psychology, neuropharmacology, nursing, and chemistry. Supplemental statements and correspondence received by the subcommittee subsequent to the hearing are also presented. In addition, supplemental newspaper and magazine articles pertaining to Federal involvement in the use of behavior modification drugs on grammar school children are appended. (Author/BW)

ED 064 637 CG 007 264
Fisher, Allan H., Jr.
Analyses of Selected Drug-Related Topics: Findings From Interviews at Four Armed Service Locations.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.
Report No—HumRRO-TR-72-9
Pub Date Mar 72
Note—76p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Armed Forces, *Drug Abuse, *Drug Addiction, Drug Education, Enlisted Men, Federal Troops, Marihuana, *Military Personnel, Narcotics, Officer Personnel, *Surveys

This report of Phase II of a two-phase research project designed to investigate reasons for drug use summarizes interview information concerning military job performance effects of drug use, and attitudes toward and knowledge of drug treatment and rehabilitation among servicemen. Major reasons given for the initial use of marijuana in the military were curiosity and enjoyment. Differences in attitudes toward drug use and drug abuse control were found between careerist and non-careerist enlisted men. Awareness of local drug rehabilitation facilities was low, although awareness of DoD and VA programs was higher. (Author)

ED 064 638 CG 007 280
McBrien, Robert J.
The Role of the Elementary School Counselor: A Review of the Pilot Program in the Annie Vinton School, Mansfield, Connecticut.
Pub Date 68
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Consultation Programs, Counseling, *Counseling Programs, Counseling Services, Elementary Education, Elementary Grades, *Elementary School Counseling, *Elementary School Counselors, *Elementary School Guidance, *Elementary Schools, Primary Education

A proposal for a pilot project in elementary guidance was submitted to the Connecticut State Department of Education in November, 1968. it was accepted and implementation began in January, 1969. Thus, State, along with Federal and local educational agencies served as enabling factors for this project. There were five general objects. There were: (1) counseling with children; (2) consultation with teachers; (3) cooperation with the administration; (4) coordination with parents and the community, and (5) supervision of student counselors. The nine pilot program counselor activities included (1) individual counseling with children, (2) counseling with small groups, (3) classroom observations, (4) teacher conferences, (5) parent conferences, (6) conferences with student counselors, (7) participation in staffing and (8) planning measurement instruments were used during the project period and five practices were intiated. These practices included the use of sociometry and group counseling, among others. (BW/Author)

ED 064 639 CG 007 284
Paulson, Donald L., Jr.
Accountability and a Systems Approach to Marital Counseling in the University.
Pub Date Mar 72
Note—20p.; Paper presented at the American Personnel and Guidance Association Annual Convention, March 26, 1972, Chicago, Illinois
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Counseling, *Counseling Effectiveness, Counseling Goals, Counseling Services, Counselor Evaluation, Counselor Performance, *Educational Accountability, Evaluation Techniques, Family Counseling, Family Problems, Marital Status, *Marriage Counseling, *Models, *Student Personnel Services

The purpose of this paper was to bring together the concept of educational accountability and a systems approach to delivering marital counseling services to a university community. In so doing a heavy emphasis was placed on outliving the basic assumptions underlying the current movement for educational accountability and presenting one, very viable, model for defining and achieving educational accountability. The only concrete reference to marital counseling was as an example of how the process model for defining and achieving educational accountability might be implemented. First, the increasing importance of accountability in the next few years was emphasized. Secondly, by giving an example of accountability theory in practice, it was shown that it is a nonthreatening issue and worthwhile in the design and implementation of campus mental health services. Finally, it was noted that while the example of implementing the accountability model was concerned with marital counseling, this model is applicable for all levels and types of mental health interventions on the college campus. (Author/BW)

ED 064 640 CG 007 287
Reed, Cheryl L. And Others
The Relation of Sex Role Stereotypes to the Self-Concepts of Lower and Middle Class Elementary School Children.
Pub Date 72
Note—18p.; Paper presented at the American Educational Research Association, April 3-7, 1972, Chicago, Illinois
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Youth, *Elementary School Students, Elementary School Teachers, Individual Characteristics, *Middle Class, Personality, *Self Concept, Self Concept Tests, Self Congruence, Self Esteem, Sex (Characteristics), *Sex Differences

The primary purpose of this study was to identify how boys and girls differ in reported self-concept in lower class inner city schools. In addition, how teachers perceive the "typical" boys' and girls' self-concept was investigated. The Piers-Harris self-concept scale was administered in group sessions to students in grades three through six from various inner city and middle class schools. Elementary and secondary teachers enrolled in graduate education courses were asked to mark the Piers-Harris items as "typical" elementary school boys (or girls) would mark it. In both samples (lower class and middle class) boys tended to view themselves as being less anxious than girls and girls reported they were better behaved than boys. Teachers' stereotypic self-concept scores did not differentiate boys and girls. However, teachers did identify some items which differentiated in the middle class sample. Teachers appeared to greatly underestimate the differences between boys and girls in both samples. In addition, although the lower class girls had significantly lower self-concept scores than boys, middle class girls and boys did not differ in reported self-concept. (Author)

ED 064 641 CG 007 288
Reimanis, Gunars
Achievement Motivation Training in a Community College Setting. Effects on Personality and Educational Variables.
Pub Date 70
Note—21p.; Paper presented at the Interamerican Congress of Psychology, Panama City, December 15, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Achievement Gains, Achievement Rating, Achievement Tests, *Behavior Change, Goal Orientation, Learning Motivation, *Low Achievers, *Motivation, Personality, *Student Improvement, Teacher Influence, Underachievers

The Corning Community College, having an open-door admissions policy, has been offering a course in achievement motivation for the past two years. The course, requiring about forty-five hours of participation, was started on an experimental basis with specially selected high-risk entering students during the summer of 1969. The main purposes of the course have been: (1) to help students adjust to college life, (2) to provide them with skills in self-exploration that facilitate their career planning, and (3) to increase their motivation in pursuit of their goals. This paper presents research data that were collected over a two year period to assess the effects of the achievement motivation course on several educationally relevant variables. It was hypothesized that achievement motivation training would give rise to increased achievement motivation. The results generally supported the hypothesis, but it was strongly suggested that trainer and trainee personalities have to be considered to gain a more complete understanding of the effects of achievement motivation training. (Author/BW)

ED 064 642 CG 007 290
Ross, Lee B.
The Effects of Viewed Aggression on the Group Play of Children.
Pub Date May 72
Note—25p.; Paper presented at Midwestern Psychological Association Meeting, May 4-6, 1972, Cleveland, Ohio

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aggression, *Behavior, *Children, Group Behavior, *Groups, Play, Television, *Television Viewing, Violence

The present investigation extended the methodology to investigate the effects of viewed aggression on groups of two and four children. The present study employed a 2 x 2 x 3 factorial design, using as independent variables sex of the child, group size (two or four children), and cartoon condition (aggressive cartoon, nonaggressive cartoon, and no cartoon). Forty-eight boys and 48 girls of kindergarten age were randomly assigned to the experimental groups. A factor analysis of the dependent measures identified four factors, accounting for 85 percent of the total variance, each of which responded differently to the independent variables. The finding that (a) transgressive-aggressive was not affected by viewing aggressive cartoons, and (b) that normative-aggression loads on the same factor as normative-play, rejects the assumption that aggression is a single class of behavior and rejects the hypothesis that the effect of viewing aggressive models reduce inhibitions against aggression. The results are interpreted in terms of factors affecting levels of activity. (Author)

ED 064 643 CG 007 291
Sejwacz, Dorothy Dion, Kenneth L.
Effects of Choice and Social-Undesirability on Unprovoked Aggression.
Pub Date May 72
Note—9p.; Paper presented at the Midwestern Psychological Association, May 4-6, 1972, Cleveland, Ohio
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aggression, *Anti Social Behavior, *Behavioral Science Research, Behavior Change, Conduct, *Hostility, Individual Power, Psychological Studies, Self Control, Social Behavior, Socially Deviant Behavior, *Violence

Female subjects in this study were induced to harm another person in an alleged "learning" study by administering aversive noise to a confederate-victim as she performed a problem-solving task. The subjects consisted of forty-six female undergraduates enrolled in Introductory Psychology at the University of Toronto. They were randomly assigned to four experimental conditions comprising a 2 x 2 factorial design. Two hypotheses were initially entertained. First, choosing to agress may create greater personal responsibility for the aggressor than nonvoluntary aggression. The second hypothesis assumed that choice may primarily sensitize an aggressor to situational norms concerning aggression. If so, choice may curtail unprovoked aggression primarily when it is situationally defined as being socially undesirable. The results of this study clearly disconfirmed these initial hypotheses concerning the effects of choice upon aggression. In conclusion, this study suggested that in general, portraying harming another as being socially undesirable tends to inhibit the amount of unprovoked interpersonal aggression. (Author/BW)

ED 064 644 CG 007 298
Veith, Diana L. Schumer, Harry
Role Concepts, Philosophies and Attitudes of Students in a Special Living-Learning Environment.
Pub Date 69
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, *College Students, Identification (Psychological), *Learning, Philosophy, *Role Perception, *Social Environment

This descriptive study proposed that students in a living-learning community would be more liberal in their attitudes, less tradiaionally oriented and more frequently hippie and activist in philosophy than a control group from the larger university. Females were anticipated to be more traditional than males. One hundred males and females from a living-learning community and an equal number of control, drawn from the introductory psychology class, were administered Attitude Inventory, Student Preference Schedule and Philosophy of Life measures. The Attitude Inventory and SPS seemed to support the hypothesis. A surprisingly large percentage of the total population preferred self discovery philosophies. (Author)

ED 064 645 CG 007 319
Greenberger, Ellen
Psychosocial Maturity or Social Desirability?
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Rep-131
Bureau No—BR-6-1610
Pub Date May 72
Grant—OEG-2-7-061610-0207
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary School Students, *High School Students, *Maturity Tests, Measurement, Measurement Instruments, *Social Maturity, *Sociometric Techniques, Students

The psychosocial maturity scale (PSM) described in several earlier papers is a self-report questionnaire. It is vulnerable, as are other questionnaires of this type, to respondents' wishes to present themselves in a socially desirable light. In this study, scores on two social desirability scales are examined in relation to PSM. Correlations between the two variables are very modest, and the trend in the direction mean scores from grade 5 to grade 11 is different for social desirability and PSM; mean scores on the former variable decline, whereas mean scores on the latter increase markedly. These findings indicate that the PSM scale measures a set of attitudes which are distinct from the disposition to "fake good." (Author)

ED 064 646 24 CG 007 320
Farley, Frank H.
Individual Differences, Learning and Instruction: A Selected Bibliography.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—WP-92
Bureau No—BR-5-0216
Pub Date Apr 72
Contract—OEC-5-10-154
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, Educational Researchers, *Individual Differences, *Learning, *Researchers

This bibliography was developed for the use of researchers and practitioners in the area of individual differences, learning and instruction. It is not exhaustive, given the enormous amount of writing on the topic, but hopefully it contains a useful selection of the work in this area. (Author)

ED 064 647 24 CG 007 321
Wolff, Peter
Mirror Image Confusability in Adults.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-203
Bureau No—BR-5-0216
Pub Date Jan 72
Contract—OEC-5-10-154
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Information Processing, Neurological Organization, Physiology, *Response Mode, *Sensory Integration, *Stimuli, Vision, *Visual Discrimination, *Visual Stimuli

Several studies have indicated that children have difficulty differentiating mirror-image stimuli. In the present study adults were required to classify pairs of horseshoe stimuli as same or different. Response times were compared for stimulus pairs that varied in orientation (left-right vs up-down) and spatial plane of the pair (horizontal vs. vertical). Stimulus pairs in which the orientation matched the spatial plane of the pair (i.e., horizontal and left-right or vertical and up-down) took longer to classify than stimulus pairs in which these two variables were crossed. These results are interpreted as reflecting the necessity of synthesizing two sources of information in order to compare the former pair types--temporally encoded visual information and directional information from the motor scanning process. Implication for the source of children's difficulty with mirror-image stimuli of this type are discussed. (Author)

ED 064 648 24 CG 007 322
Levin, Joel R. And Others
Issues in Imagery and Learning: Four Papers.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TP-36
Bureau No—BR-5-0216
Pub Date Feb 72
Contract—OEC-5-10-154
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Age Differences, *Cognitive Processes, Conference Reports, *Learning Processes, *Sensory Integration, *Visual Learning

The papers included here are based on a 1971 symposium held at the annual meeting of the Western Psychological Association in San Francisco. The first three papers report the results of research carried out over the last few years at the Wisconsin Research and Development Center for Cognitive Learning. Levin's paper focuses on the effectiveness of verbal and imaginal cognitive strategies, and their development with age. Wolff's paper summarizes research in which the developmental course of imagery production is tied to the early sensorimotor activity of the young child. Davidson examines the relationship between imagery and language processes in the child, and the broader question of whether imagery is inextricably linked to meaning. Rohwer's paper deals with the difficult-to-determine task and population validities for supposedly easy-to-determine phenomena. (Author)

ED 064 649 24 CG 007 323
Allen, R. R.
Terminal Report from the Concepts in Verbal Argument Project.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TP-35
Bureau No—BR-5-0216
Pub Date Dec 71
Contract—OEC-5-10-154
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Development, *Critical Thinking, *Learning Processes, Material Development, Measurement Instruments, Norms, *Research Methodology, Test Validity, *Thought Processes

This terminal report summarizes nine phases of research and development activity of the Concepts in Verbal Argument Project: survey of the literature of critical thinking, identification of sequences of concepts and cognitive abilities, development of measuring instruments, factor analytic study of measuring instruments, normative study of student critical thinking abilities, development of instructional materials, field test of instructional materials, study of the effect of qualifiers on the acceptability of claims, and preparation of project reports. Special attention is given to the methodology and findings of studies related to test development and validation, establishment of norms for student critical thinking abilities, development and testing of programmed learning materials, and the effect of qualifiers in reason statements on the acceptability of claims. This report is intended to serve as a final general overview of the project. The reader wishing a comprehensive review of the project will wish to read the 12 other research and development documents produced by project personnel. (Author)

ED 064 650 24 CG 007 324
Lovejoy, Marcia A. Farley, Frank H.
The Relationship of Arousal During Learning to Short- and Long-Term Retention Employing Two Indices of Arousal.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-184
Bureau No—BR-5-0216
Pub Date Nov 71
Contract—OEC-5-10-154
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Arousal Patterns, Heart Rate, *Learning Processes, *Memory, *Paired Associate Learning, *Retention

This experiment tested the hypothesis that paired-associate learning accompanied by high arousal should lead to stronger permanent

memory and weaker immediate memory than paired-associate learning accompanied by low arousal. During continuous recording of skin resistance and heart rate as measures of arousal, 32 Ss were given a one-trial, eight-item paired-associate task consisting of 0% association value nonsense syllables as stimulus terms and the digits 2 to 9 as response terms. The Ss were tested for recall following either a 2.87-min. or 24-hr. interval. The skin resistance was used as a measure of arousal, the results confirmed the hypothesis. Arousal level as defined by heart rate, however, showed no significant effects on retention. The manipulation of arousal was undertaken through the use of 75 db. white noise as has been done in previous experiments. The present research failed to show any significant effects of white noise during learning on either recall or physiological measures. (Author)

ED 064 651 24 CG 007 325
Stewart, Norman R. *Hay, Nancy M.*
The Effectiveness of Verbal Counseling VS. Social Interaction Counseling of College Males. Final Report.
Michigan State Univ., East Lansing.; Southern Illinois Univ., Edwardsville.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-1-E-072
Pub Date Apr 72
Grant—OEG-5-51-0038(509)
Note—197p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Science Research, College Students, *Counseling, Counseling Effectiveness, Counseling Goals, *Dating (Social), Individual Counseling, *Interaction Process Analysis, *Social Life, *Social Relations
The purpose of this investigation was to assess the effectiveness of three different short-term treatment interventions with college males characterized by little or no dating behavior and fears about dating. The treatments were designed to produce evidence concerning the effectiveness of: (1) lay versus professional action interventions, (2) action versus talking-relationship treatment using professional helpers and, (3) male versus female helpers in working with college males who desired to increase their dating frequency. Subjects consisted of thirty-eight college men under 30 who dated rarely or not at all, who were motivated to date and who volunteered to participate in a program designed to increase dating behavior. Two design paradigms were formulated which permitted; (A) testing for effects of sex, treatments, and interaction; and (B) testing for differences between the experimental treatments and a wait-control group. Male and female helpers were used in a controlled fashion in the three experimental treatments. (Author/BW)

ED 064 652 24 CG 007 326
Bishop, Lloyd K. *Lynn, Georgianna A.*
Personality Structure of High School Students and Environmental Characteristics of Public Secondary Schools.
New York Univ., N.Y. School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.
Bureau No—BR-1-B-042
Pub Date Jun 72
Grant—OEG-2-710042
Note—173p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavior Rating Scales, *Educational Environment, *High School Students, Personality, *Personality Assessment, Personality Studies, Personality Tests, *Secondary Schools, Social Background, *Socioeconomic Background, Socioeconomic Influences, Socioeconomic Status
This investigation was an attempt to describe the psychological environment among and within select public high schools from the point of view of students, considering variables such as community context, student socioeconomic background, and academic program placement. In this study, 462 eleventh grade high school students from thirteen high schools in the New York City metropolitan area responded to the Stern Activities Index (AI) and the High School Characteristics Index (HSCI). The primary hypothesis stated there would be a significant relationship between student socioeconomic background characteristics and student personality structure as measured by the AI. To test this hypothesis, the mean score on the AI for factors and areas for three groups of students, classified by sex and socioeconomic background characteristics, were subjected to Person Product Moment Correlation. The AI and HSCI provided descriptive and evaluative information concerning the relationship of properties of educational systems to personality structures, academic placement, and socioeconomic background. (Author/BW)

ED 064 653 CG 007 327
Bloom, Richard *Hess, Robert*
The Object Sorting Task as Predictor of Learning Abilities.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-0-B-062
Pub Date 69
Grant—OEG-2-700042-509
Note—79p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Learning, Cognitive Processes, *Learning, Learning Activities, *Learning Processes, Minority Group Children, *Minority Groups, *Nonverbal Learning, Perceptual Motor Learning, *Prediction
The original intent of this investigation was to evaluate the effectiveness of the Object Sorting Task (OST) as a predictor of learning outcomes, especially among minority children. The study results, however, have produced a subtle but significant shift of attention to the issue of possible differences in the cognitive organization of children from relatively diverse backgrounds. Specifically, the results showed a generally clear difference in how adequate performance on the OST was related to indices of learning and school achievement. For both white samples adequate divergent performance and verbalization exhibited moderately strong relationships with a number of learning-achievement measures. On the other hand, adequacy of convergent recognition and verbalization was found to have a generally low relationship with the same criterion measures. In contrast, for the Black sample, adequate convergent recognition and verbalization, but not divergent performance and verbalization, was shown to be related to the criterion variables. (Author)

ED 064 654 24 CG 007 502
Mahoney, Michael J. *Thoresen, Carl E.*
Behavioral Self-Control: Power to the Person.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—RD-M-90
Bureau No—BR-5-0252
Pub Date Jul 72
Contract—OEC-6-10-078
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Science Research, *Behavior Change, *Environmental Criteria, *Individual Development, *Self Control, Self Evaluation, *Self Help Programs
People's incessant struggles to exercise self-control have been hindered by their misconceptions about its nature. Self-control is viewed here as a complex behavior--i.e., as a sequence of specific acts influenced by conditions both internal and external to the person. A person can exercise self-control when he has learned how to manage these internal and external conditions. Three general strategies by which people can learn and use self-control (or self-management) skills are explained and illustrated: self-observation, environmental planning, and manipulation of the consequences of behavior by self-administered techniques. The results of the few studies conducted to date indicate that all three strategies can be effective and that at least one of them is present in all successful attempts at self-control. (BW)

ED 064 655 24 CG 007 503
Calfee, Robert C. *Venezky, Richard L.*
Component Skills in Beginning Reading.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-60
Bureau No—BR-5-0216
Pub Date Jul 68
Contract—OEC-5-10-154
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Development, Intelligence, *Language Development, Performance Factors, *Reading, Reading Readiness, Reading Skills, *Reading Tests, *Skill Development
Reading research in which different methods or materials have been compared has proven inconclusive. This paper is restricted to beginning reading, defined as the acquisition of letter-sound decoding ability, and raises the question: what skills are required by current tests? Available reading readiness and achievement tests consist of batteries of subtests, each of which is designed to measure a component skill necessary in reading. However, high intercorrelations between the subtests indicate either that separable skills are not being measured, or that skills develop at the same rate in most children. However, the makeup of the items in the tests is such that ability to follow instructions and general language competence are common factors which enter significantly into performance on all subtests. The experience of psychologists in constructing tests to identify separable skills in language and intelligence indicates that this task is possible but difficult. Current tests are suitable for prediction of reading performance, but tests that evaluate separable skills are urgently needed for further research on the development of the reading process, as well as diagnosis. Examples are presented for articulation and phonetic discrimination. (Author)

ED 064 656 24 CG 007 505
Goldring, Susan L.
The Effect of Presentation and Test Mode on Short Term Retention of Words.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-68
Bureau No—BR-5-0216
Pub Date Jan 69
Contract—OEC-5-10-154
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Auditory Perception, *Language, Reading Skills, *Retention, *Stimulus Behavior, *Verbal Development, Visual Learning, *Word Frequency
The experiment employed Sternberg's procedure to investigate the effects of presentation and test modalities (auditory or visual), and number of presentations on the processing rate of monosyllabic words of varying graphemic and phonemic length. Twenty college students and 20 sixth graders served as Ss. Each S received all conditions and lists in a 10 x 10 graeco-latin square design. The main results were: (a) short high frequency words were processed at approximately the same rate as single digits; (b) all combinations of presentation and test yielded approximately the same processing rate except for visual auditory combination which was much slower; (c) there was no difference due to the age of the Ss; and (b) number of presentations and word length had no consistent effects. (Author)

ED 064 657 24 CG 007 506
Morrow, R. G. *And Others*
Student Achievement and Attitudes in Instruction and Research Units in Two Elementary Schools in Janesville, Wisconsin, 1967-68.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-76
Bureau No—BR-5-0216
Pub Date Feb 69
Contract—OEC-5-10-154
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement, *Educational Objectives, Elementary School Students, *Experimental Schools, *Multiunit Schools, *Student Attitudes
Achievement and attitudes of pupils in Grades 1, 3, and 5 in the experimental school were compared with those of pupils in control schools. No systematic differences in students' achievement were found to exist between the Multiunit School and I and R Unit and their control schools. The analyses suggest two major conclusions: First, the achievement of students does not seem to be affected adversely during the transition from tradi-

tional self-contained school organization to the Multiunit plan. Second, further longitudinal data concerning the achievement of Multiunit and I and R Unit students in comparison to control school students is warranted and essential. Significant achievement gains by Multiunit students are likely to come, if at all, after the first and perhaps the second year of Multiunit operation, at a time when operational proficiency has been reached. (Author)

ED 064 658 24 CG 007 507
Allen, Vernon L. Levine, John M.
Social Support and Conformity: The Effect of Differentiation from the Group and Order of Responding.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-72
Bureau No—BR-5-0216
Pub Date Jan 69
Contract—OEC-5-10-154
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Patterns, *Conformity, Experimental Groups, Group Structure, *Interaction Process Analysis, *Interpersonal Relationship, Learning, *Response Mode

In this experiment two variables relevant to explaining the social support phenomenon were investigated. Response position of the partner (first vs fourth) and contact between partner and S prior to the group situation (contact vs. no contact) were manipulated. Male and female Ss responded to visual, information, and opinion items in a group pressure situation. Results indicated that while social support in both the first and fourth positions significantly reduced conformity compared to a unanimous condition, support in Position 1 was significantly more effective than in Position 4. In addition, contact with the supporter increased conformity in the unanimous condition, but decreased conformity in both social support conditions. Possible mechanisms underlying the position and contact effects were discussed. (Author)

ED 064 659 24 CG 007 508
Levine, John M. Allen, Vernon L.
Reactions to Attitudinal Deviancy.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-14
Bureau No—BR-5-0216
Pub Date Nov 68
Contract—OEC-5-10-154
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitudes, Behavior Patterns, *Group Dynamics, *Group Norms, *Individual Differences, *Psychological Patterns, Reactive Behavior, Rejection

This paper presents a critical review of empirical and theoretical treatments of group reaction to attitudinal deviancy. Inspired by Festinger's (1950) ideas on resolution of attitudinal discrepancies in groups, Schachter (1951) conducted an experiment that has greatly influenced subsequent research and theory concerning reaction to attitudinal deviancy. Although Schachter's findings on sociometric rejection of the deviate have been frequently replicated, his data on communication to the deviate are partially inconsistent with theory and other research. Additional evidence is presented which suggests that individuals who deviate in nonattitudinal spheres are also subject to negative group sanction. Rejection may be employed against persons who impede group goals, transgress group norms, or differ in personality from other group members. Finally, data are presented which indicate that deviates are not always rejected; rather, deviation in some settings and by some individuals may be tolerated or even encouraged. (Author)

ED 064 660 24 CG 007 509
Baker, Frank B.
The Development of a Computer Model of the Concept Attainment Process: A Final Report.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TP-16
Bureau No—BR-5-0216
Pub Date Nov 68
Contract—OEC-5-10-154
Note—120p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Cognitive Processes, *Computer Oriented Programs, *Concept Formation, *Information Processing, Learning, *Memory, Models

The model as currently developed consists of three major aspects: contexting, operation, and memory. The contexting aspects of the model are concerned with the higher level cognitive behavior associated with selection of appropriate behavior, maintenance of goals-directedness, and evaluation of completed behaviors. The operational aspects of the model are those behaviors which are performed during the execution of a concept-attainment strategy. Such behavior as creating a search criterion, comparing objects, and presenting concepts were considered operational. The memory component of the model was designed to facilitate the other aspects of the model as well as form the basis for a model of human memory. The memory was divided into three types of storage, each used for a particular purpose. The working memory was a buffer-type memory which received information from the external world and acted as a communication device for the transfer of internally created information. The short-term memory contained all of the information relevant to the attainment of a particular concept. The long-term memory will retain learning strategies and descriptive information necessary to implementation of these strategies and descriptive information necessary to implementation of these strategies. (Author)

ED 064 661 24 CG 007 510
Bourne, Lyle E., Jr.
Concept Learning and Thought.
Wisconsin Univ., Madison. Research and Development Center for Learning and Re-Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Occas-Pap-7
Bureau No—BR-5-0216
Pub Date Jan 67
Contract—OEC-5-10-154
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Patterns, *Concept Formation, *Discovery Processes, *Educational Psychology, *Learning Theories, Research Reviews (Publications)

A summary of current theoretical work in the area of concept formation is presented with emphasis on the presentation of thinking in theory. Examination of the logic relating thinking to behavior leads to criticism of the tendency to subordinate "behavior" to underlying processes. The difficulties inherent in analyses of this type are that underlying processes are commonly described in behavioral terms and that they are invisible and nonverifiable inventions of the theorizer. The present paper outlines the need for an explanation of behavior to account for its obvious generative and recursive character. Professor Bourne suggests that behavior may be a rule-following enterprise, and presents a brief review of research to illustrate his postulate. Finally, the place of thinking as a concept in psychology is discussed. Thought is seen as an event which reflects a change in the individual's possibilities for behaving. (Author)

ED 064 662 24 CG 007 511
Klausmeier, Herbert J. And Others
Research and Development Strategies in Theory Refinement and Educational Improvement.
Southwest Regional Educational Lab., Inglewood, Calif.; Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TP-15
Bureau No—BR-5-0216
Pub Date Nov 68
Contract—OEC-5-10-154
Note—30p.; Papers presented at the symposium of the American Educational Research Association, Chicago, Illinois, February, 1968
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Objectives, *Educational Improvement, *Educational Research, *Instructional Materials, *Learning Theories, Research and Development Centers

Research and development strategies designed and implemented at the Wisconsin Research and Development Center for Cognitive Learning and the Southwest Regional Laboratory are discussed in papers by the directors of each and by members of the R & D Center staff. These papers further give examples of the research and development activities underway in each organization. Papers on the controlled experiment focus upon its applicability in different settings. The large-scale experiment involving many classes uses the class as the experimental unit, whereas smaller experiments conducted in the newly devised Research and Instructional Units may use the individual as the unit. The steps in developing and refining a prototypic instructional system are clearly outlined in another paper. Finally, the usefulness of formative evaluation procedures in effecting educational improvements are discussed. (Author)

ED 064 663 24 CG 007 512
Jones, G. Brian And Others
Planning, Developing, and Field Testing Career Guidance Programs: A Manual and Report. Final Report.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-0-0058
Pub Date Jun 72
Contract—OEC-0-70-4929(508)
Note—113p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Planning, Guidance Programs, Individualized Programs, Manuals, *Occupational Guidance, *Program Development, Program Evaluation, *Student Needs, *Systems Approach

Many programs designed to improve youth career planning and development processes face several limitations. To improve such methods such rationale are necessary: (1) make explicit the assumptions underlying these programs; (2) describe the planning methods and criteria for deriving youth goals and performances objectives; (3) specify desired youth outcomes in terms of measureable criterion behaviors related to assessed needs; (4) make sure instructional and counseling procedures are feasible; (5) demand that the youth activities involved in the selected procedures are scheduled, and the staff services and material resources required to conduct these activities be collected and implemented; (6) employ summative and formative evaluation designs to study both the expected and unexpected outcomes of these programs; and (7) require continuous revision of program activities, based on evaluation feedback, until such programs were fully effective for their intended audiences. (Author)

ED 064 664 08 CG 007 513
Kaufman, Jacob J. Lewis, Morgan V.
The High School Diploma: Credential for Employment? Final Report.
Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0060
Pub Date Jun 72
Grant—OEG-0-9-585012-1360(085)
Note—189p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Dropout Programs, Dropouts, *Employment Opportunities, *High School Graduates, Job Skills, *Job Training, *Social Problems, Success Factors

This report focuses on the experiences of a group of high school dropouts who participated in two experimental programs; one of which offered courses leading to a high school diploma and the other which offered skill training in one of three occupational areas. The programs were conducted to test whether obtaining a diploma or skill training increased the employment opportunities of former dropouts. A 33 month followup study was made of those who participated as well as of comparable groups of young people. Removal of barriers to employment represented by the absence of a high school diploma did not increase employment opportunities for either the subjects on the comparison group attending regular high school. It appears that it was not the inadequacies of preparation these young people

received that limited their opportunities as much as the general lack of employment opportunities available to youngsters with their background--that is, structural limitations in our society. The recommendation is made that training be conducted only when each trainee can be guaranteed a satisfactory job placement, and that future programs focus on improving job skills without the rhetoric of rehabilitation. (Author/CJ)

ED 064 665 24 CG 007 515
Wildemann, Donald G. Holland, James G.
Control of a Continuous Response Dimension by a Continuous Stimulus Dimension.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0253
Pub Date Apr 72
Note—31p.; Paper was presented at the meeting of the Eastern Psychological Association, Boston, Massachusetts in April, 1972
Available from—Journal of the Experimental Analysis of Behavior, Society for the Experimental Analysis of Behavior, Inc., Department of Psychology, Indiana University, Bloomington, Indiana 47401
Document Not Available from EDRS.
Descriptors—Behavior Patterns, Conditioned Stimulus, *Conditioning, *Environmental Influences, *Learning, Patterned Responses, *Response Mode, *Stimulus Behavior
Pigeons were trained to respond to stimuli from a continuous stimulus dimension (tonal frequency) with response values from continuous response dimension. Both the number of points of correspondence and problem difficulty were varied. Following training, subjects were tested with stimulus values intermediate to those trained. During these test tones, subjects emitted only those values reinforced during training. Although no intermediate responses were emitted to test tones, the average response value did vary. The study suggested that if there are fast and efficient methods to obtain control of a continuous response dimension by a continuous stimulus dimension, these methods must depend on factors other than simple generalization. (Author)

ED 064 666 CG 007 516
Logan, William L. Palmer, Michael
Identification and Description of the Intrinsic Sources of Individual Differences in Concept Learning. Final Report.
Northern Colorado Univ., Greeley.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-1-H-022
Pub Date Aug 72
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Concept Formation, Factor Analysis, *Individual Differences, *Learning, *Memory, Performance Factors, Stimulus Behavior, *Task Analysis, Thought Processes
The present study attempted to identify and describe individual differences in concept learning. It was hypothesized that if a significant portion of the reliable individual variation in a complex learning situation could be identified and described, it would be reasonable to expect that subsequent predictions could be made about the conditions necessary to maximize efficiency in learning for various categories of subjects. Scores were obtained for thirty-nine subjects (nineteen male, twenty female) on twelve references tests representing measures of fourteen intrinsic individual difference variables. The implication being that those people who are susceptible to response competition will do poorly on conceptual learning tasks that are high in concept complexity. The basic hypothesis here is that those people who manifest resistance to response competition are less suceptible to interference with the consolidation of visual information, and are therefore able to form the necessary association needed to develop a short-term visual memory structure. (Author)

ED 064 667 24 CG 007 517
Guilford, Joan S. And Others
Relationship Between Teacher-Pupil Value Disparities and the Academic Achievement, Classroom Behavior, and School Adjustment of Elementary Children. Final Report.
General Behavioral Systems, Inc., Torrance, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-1-0283
Pub Date 30 Apr 72
Note—331p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Academic Achievement, Childhood Attitudes, *Elementary School Students, Elementary School Teachers, *Student School Relationship, *Student Teacher Relationship, Values
The purpose of this project was (a) to improve an existing measure of the values of young children and (b) to explore possible relationships between these values and other variables: adjustment to school; achievement in school; congruities with teacher; sex; ethnic group; and grade level. The previous year's project involved the development of an objective, self-administering inventory designed to measure the values of young children. The Values Inventory for Children (VIC) originally contained 60 pictorial items; and was administered in the Fall of 1970, to 996 children in grades one through three from five ethnic groups: Mexican-American, Oriental, Anglo, Negro, and Indian. The general conclusion from this study is that values do play a part in the adjustment of the child to school and in his achievement although it was impossible in this study to determine exactly how much they contribute over and above the child's ability since no precise measure of ability was available. It was also concluded that the more like the teacher a child is to start with at the beginning of the school year and the more he becomes like her over eight months, the better he will do in school. (Author)

ED 064 668 24 CG 007 518
Resnick, Lauren B., Ed.
Hierarchies in Children's Learning.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0253
Pub Date 71
Note—119p.; Paper presented at the American Educational Research Association, Minneapolis, Minnesota, in March of 1970
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Child Development, *Children, *Learning, Learning Activities, *Learning Characteristics, Learning Experience, Learning Plateaus, *Learning Processes, Learning Readiness, Learning Theories, Problem Solving
This monograph reports the proceedings of a symposium that considered issues in the use of learning hierarchies in both psychological and educational research. The opening paper presents a brief overview of research on learning hierarchies. Issues considered include the use of behavior analysis as a basis for generating hierarchies, the extent to which hierarchy theory can take into account individual differences in learning patterns, and the implications of cumulative learning of increasingly more complex tasks for theories of cognitive development. Different methods of validating hypothesized hierarchies are discussed. In the succeeding papers, four instances of research on hierarchies are presented, each representing a different approach to the problem of hypothesizing and testing hierarchical relations among cognitive tasks. Several discussants, representing the developmental, learning, and psychometric points of view, then consider implications of the research reported. (Author)

ED 064 669 24 CG 007 519
Glaser, Robert
Individuals and Learning: The New Aptitudes.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0253
Pub Date Jun 72
Note—10p.
Available from—American Educational Research Association, 1126 Sixteenth Street, N. W., Washington, D. C. 20036
Document Not Available from EDRS.
Descriptors—Cognitive Processes, *Education, Individual Activities, *Individual Characteristics, *Individual Development, Individual Instruction, *Learning, Learning Experience, Learning Processes, *Learning Theories, Preschool Learning
In this paper the author attempts to show how certain developments in psychology have influenced present educational methods, and to show further how recent work in learning theory, developmental psychology, and psychometrics strongly suggests new directions for educational research and practice. This theme is discussed in the context of a central problem in education-the individualization of instruction. The focus is on the education of the young child in the preschool and elementary school years, although it is emphasized that the discussion is applicable to all levels of the educational system. It is concluded that the nature of the educational system that it fosters, and educational systems tend to feed into the existing social practices. In addition, it was emphasized that although we may admire individual differences, effective conditions must be designed under which individuals are provided with the opportunities and rewards to perform at their best and in their way. (BW/Author)

CS

ED 064 670 CS 000 026
Smith, Nila Banton
Instructional Technology and Reading: Progress, Problems, and Promise.
Pub Date May 72
Note—22p.; Speech given at the Annual Convention of the International Reading Assn. (17th, Detroit, May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, Changing Attitudes, Computer Assisted Instruction, Cost Effectiveness, Educational Innovation, *Educational Technology, Instructional Media, *Instructional Technology, *Multimedia Instruction, Reading Improvement, *Reading Instruction, Reading Materials, Systems Approach, Teacher Role, *Teaching Machines, Televised Instruction
As the invention of the wheel played a large role in the technological advancement of transportation, so many new teaching devices have played an important role in the technological advancement of reading instruction. Though the spread of technology was initially slow, it now offers many instructional aids (e.g., tapes, records, television, computers, and other teaching machines) in reading usage. The systems approach brought about large scale computer experiments and computers are now widely used in schools' reading programs. Educational television programs (e.g., Sesame Street and the Electric Company) have been very successful in the teaching of reading. Audiovisual aids and other multimedia devices are commonly found in reading instruction. These recent innovations, nevertheless, have many impediments to their gradual acceptance and usage: cost, resistance to change, and dehumanization factors. However, reducing cost through the use of minicomputers, increasing funds for educational technology, cable television, and disseminating multimedia products can help minimize these problems. The reading teacher, too, must become technologically oriented to assist and counsel students in the use of these instruments. With the efforts of the teachers and the use of these new instructional devices, strides can be made in reading instruction. (HS)

ED 064 671 CS 000 041
Gunderson, Doris V.
Sex Roles in Reading.
Pub Date Apr 72
Note—10p.; Paper presented at Annual Meeting of American Educational Research Assn. (Chicago, Apr. 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Literature, *Childrens Books, Language, *Literary Criticism, Reading Instruction, *Reading Materials, *Social Discrimination, Student Behavior
Sex roles in two disparate areas, reading and literature, are treated separately in this paper. Sex-related factors listed which may attribute to the high incidence of boys experiencing reading difficulty were: (1) predominance of female teachers in the primary grades, (2) boys' lack of interest in basal readers, (3) adults considering reading a female activity, (4) effect of different socialization processes of females and males upon

school success, (5) teacher attitude toward males during reading instruction. Sex discrimination does appear to predominate in English and American literature and literary criticism. College text in English literature are male oriented and few women writers exist in English literature before the nineteenth century. Thus, it appears that materials prepared for the instruction of children are heavily slanted in favor of males and male pursuits and that "literature is traditionally and obviously male centered." On the basis of current information it appears that no single factor, including sex discrimination, is responsible for boys' reading difficulties. (WR)

ED 064 672 CS 000 046

Cooke, Dean Albutt

An Analysis of Reading Comprehension Questions in Basal Reading Series According to the Barrett Taxonomy.

Pub Date 70

Note—125p.; Ph.D. Dissertation, Cornell University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-12, 124, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Basic Reading, Cognitive Development, *Content Analysis, *Critical Reading, Critical Thinking, *Questioning Techniques, *Reading Comprehension, Reading Materials, Taxonomy, Thought Processes

Identifiers—Barrett Taxonomy

Reading comprehension questions selected from readers, teacher manuals, and workbooks of three current, widely used and representative basal reading series were analyzed according to the Barrett Taxonomy to determine cognitive objectives. The taxonomy has five major divisions and thirty-three levels within, claimed to be cumulative and sequenced according to difficulty of thinking tasks. Of the 3,536 questions analyzed from all of the material and classified in major divisions, 55% were literal comprehension, about 26% were inferential comprehension, 10% were appreciation, about 6% were reorganization, and about 3% were evaluation. The testing of hypotheses established that literal comprehension questions predominated for almost all materials and grade levels, statistically significant difference existed among series, and there was a tendency for question difficulty to increase with grade level. Evidence supported the conclusion that performance of a higher level cognitive task must implement all preceding lower level tasks; therefore the proportion of literal comprehension questions could be reduced. (Author/TO)

ED 064 673 CS 000 047

Ziegler, Elsie Mae

A Study of the Effects of Creative Dramatics on the Progress in Use of the Library, Reading Interests, Reading Achievement, Self-Concept, Creativity, and Empathy of Fourth and Fifth Grade Children.

Pub Date 70

Note—224p.; Ed.D. Dissertation, Temple University. Pp. 173-76, "Gates Reading Survey," & pp. 181-92, "Torrance Tests of Creative Thinking," not microfilmed at request of author. Available for consultation at Temple Univ. Library

Available from—University Microfilms A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-10,843, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Childrens Books, *Creative Dramatics, Creativity, Empathy, Grade 4, Grade 5, *Library Instruction, Reading Achievement, *Reading Interests, *Self Concept

To appraise the value of a creative dramatics program in a public library setting was the purpose of this study. Nine public library branches comprised the setting for the experiment. At each branch there were three units: (1) creative dramatics, (2) storytelling, and (3) library usage. Storytelling and library usage were the control group. Pre and post assessments were made on reading interests, reading achievement, self-concept, empathy, and creativity. The creative dramatics and storytelling groups participated in planned programs. The library usage group used only library facilities. Children's literature served as the core for both programs. A storyteller told two folktales and four or five poems during a half hour period. The creative dramatics leader told or read one poem or story to stimulate an idea for action. Results indicate that a creative dramatics program does not enhance children's development in library usage, interest in literature, improvement in reading ability, positive self-concepts, creativity, and empathy. Delayed effects on children no longer participating in creative dramatics were neither confirmed nor rejected. (Author/WR)

ED 064 674 CS 000 048

Moshey, Kathleen M. Slayton

The Retired Adult Reader: His Reading Interests and Choices and the Readability Levels of Them.

Pub Date May 72

Note—130p.; M.Ed. Thesis, Rutgers University, The State University of New Jersey

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Books, Newspapers, Periodicals, *Readability, *Reading Interests, *Reading Level, *Reading Material Selection, Reading Research, *Senior Citizens

A survey conducted individually with 50 retired adult readers (10 males and 40 females), who are middle or upper-middle class former professionals, was made in central New Jersey to determine their reading choices and to compare personal factors of sex, physical condition, and social activity with the number of books read in a six month period. Of those surveyed, 74% preferred biographies, 68% preferred travel books, and 62% preferred fiction. All of the males read newspapers and 90% read books and magazines, whereas 90% of the females read newspapers and 87.5% read books and magazines. The mean readability level of books listed was 8.3, though proportionately more books had a readability level of 7; however, readability was not a factor in book selection. In another phase of the study some 67 other retired persons selected 99 books for which reading levels were calculated, and a list of materials read by retired adult persons was prepared. (Tables are included which (1) show the percentage of the population surveyed which had read or would like to read each book in the survey, including a citation of the reading level of each book, and (2) which picture the relationship between personal factors and book choices.) (Author/RD)

ED 064 675 CS 000 049

Putnam, Lillian R.

A Comparison of Analytic and Synthetic Methodology in Beginning Reading for Disadvantaged Children.

Pub Date May 72

Note—10p.; Speech given at the Annual Convention of International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Basic Reading, *Beginning Reading, Dialects, *Disadvantaged Youth, Learning Disabilities, *Reading Instruction, *Reading Skills, Remedial Reading

Teachers should be concerned with the prevention of reading disabilities rather than emphasizing remediation. Many deprived children in our inner cities are deficient in areas necessary for successful learning. Characteristics of deprived, inner city children which cause learning problems are listening, speaking, experiences, mobility, immediate physical needs, abstractions, best learning, and mismatched systems. Basal readers exhibit characteristics which cause problems for inner city children: (1) over reliance on configuration of context clues, (2) disparity between child's spoken language and book language, (3) lack of sufficient practice and exercise in skills learned in different settings, (4) gaps in instruction and the thinking process, (5) attempting too much, and (6) stressing an analytic method. A study comparing an analytic and synthetic method of teaching reading was conducted on 420 inner city kindergarten children. Eighty-one matched pairs were assigned to three control and three experimental classes. By the end of the second grade the experimental structured reading program proved to be more effective for the total group in spelling of phonetically regular words, freedom from spelling reversals, and number of words and sentences written. (WR)

ED 064 676 CS 000 050

Dvornick, Eugene Steven

Information Analysis of Three-Word Verbal Discrimination Learning.

Pub Date Sep 71

Note—49p.; Master's Thesis, Naval Postgraduate School, Monterey, Calif.

Available from—National Technical Information Service, Springfield, Virginia 22151 (Order No. AD 734 981, MF $0.95, HC $3.00)

Document Not Available from EDRS.

Descriptors—*Discrimination Learning, Information Theory, *Military Personnel, Military Schools, *Performance Tests, *Verbal Learning, Word Lists, *Word Recognition

Naval Postgraduate School students participated in a verbal discrimination experiment using three-word items of different frequency ratios. Half of the three-word items were composed of similar words and half, dissimilar words. Based on information theory, the words were grouped into two lists, both of equal lengths and approximately equal information. Performance by the subjects showed statistical significance for the trial and item-similarity interaction. The effect of using different frequency ratios within the separate word lists showed a facilitation of learning only for items with similar words. It was concluded that the differential ratios were not sufficiently apparent in the dissimilar items to permit the use of pre-experimental frequency differences as a cue to learning. Tables of data and references included. (Author/AL)

ED 064 677 CS 000 051

Examination into Grants to National Reading Center Foundation.

Comptroller General of the U.S., Washington, D.C.

Pub Date 4 Apr 72

Note—32p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Federal Aid, *Foundation Programs, *Program Administration, Program Costs, Program Planning, *Reading

Identifiers—*National Reading Center Foundation, Right to Read Effort, United States Office of Education

Reported is a review by the U. S. General Accounting Office of procedures and requirements related to grants totaling $2.9 million to the National Reading Center Foundation by the Office of Education (OE), Department of Health, Education, and Welfare. Costs totaling $305,300 incurred during the initial grant period were deemed unallowable. Problems related to unallowable costs and to conflicts over roles and responsibilities of contracting agencies could have been minimized by pre-grant outlining by OE of activities and objectives of the Right to Read effort. Early OE delineation of program authority and grantee responsibility would have provide for a more harmonious and effective OE-Foundation relationship. The oral agreement between OE and the Foundation to implement a 10-year plan for the Right to Read program should be committed to writing. (Author/RD)

ED 064 678 CS 000 052

Jarvis, Ruth Marie

Construction and Evaluation of a Critical Reading and Thinking Measure for Grades Two and Three.

Pub Date 70

Note—246p.; Ed.D. Dissertation, Boston University, School of Education

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-22, 477, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, *Critical Reading, *Critical Thinking, Primary Grades, *Reading Skills, *Reading Tests

This experiment included the construction and evaluation of a test of critical reading and thinking capable of identifying critical and noncritical readers among second and third grade children. Fact, fancy and opinion, assumption, relevancy, inference, and generalization were selected as subskill foci, based upon a survey of professional literature and texts designed for children in those grades. Three preliminary forms received trials before the Critical Reading and Thinking Test (CRTT) was finalized. Test reliability was determined at .74 for grade 2 and .87 for grade 3, and correlations for individual subtests ranged from .01 to .46 for second grade and .17 to .59 for third grade. CRTT correlated with reading comprehension for grade 2 boys at .40 and at .43 for grade 2 girls; grade 3 correlations were .37 for boys and .55 for girls. Mental age/CRTT correla-

tions were .36 for both second and third graders. All correlations reported were significant at the .01 level. (RD)

ED 064 679 CS 000 053
Buktencia, Norman A.
Nashville Concentrated Employment Program: Literacy.
George Peabody Coll. for Teachers, Nashville, Tenn.
Pub Date Feb 72
Note—77p.
Available from—National Technical Information Service, Springfield, Va. 22151 (Order No. PB 208306, MF $0.95, PC $4.85)
Document Not Available from EDRS.
Descriptors—Adult Education, *Adult Reading Programs, *Disadvantaged Groups, *Dyslexia, Programed Instruction, *Reading, Reading Difficulty, Reading Research, *Remedial Reading
A program explored the incidence of dyslexia among disadvantaged adults hampered by inadequate reading skills but enrolled in basic education courses through the Concentrated Employment Program (CEP). The purpose was to develop a screening and evaluation program, develop and apply remedial methods of instruction, and train the CEP staff to take over screening, remedial instruction, evaluation and followup. A screening and evaluation process was evolved, the curriculum was revised and the CEP staff were reaching a promising point when the program had to be terminated. (Author)

ED 064 680 CS 000 054
Ferris, Francis X.
Communications English: A Successful Language Arts Program at the Secondary Level.
Pub Date May 72
Note—15p.; Speech given at the Annual Convention of the International Reading Assn. (17th, Detroit, May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication Skills, *Critical Reading, *Diagnostic Teaching, *English Instruction, *Independent Study, Listening, Secondary Education, Underachievers, Writing Skills
The main purpose of this pilot study is to describe the Communications English (CE) program that was designed to help underachievers gain competence in communications skills. The subjects were 75 tenth graders assigned to three CE classes and 75 Regent English (State recommended English syllabus) tenth grade students. Based on diagnosis of pretest scores, an instructional prescription was prepared for each CE student. As the student progressed through different materials, his prescription was updated and adjusted to his needs. Multimedia instruments such as controlled readers, tachistoscopes, and cassette players were used to set up learning stations. Data pertaining to the improvement of reading, writing, and listening skills are: (1) the Nelson-Denny Reading Test indicated increase from the pre and posttest scores, (2) the Brown-Carlsen Listening Test indicated a jump from the 42nd to the 52nd percentile, (3) improvement in the area of writing, (4) a grade improvement from the ninth year in school, and (5) CE students, teachers, and parents exhibited a positive attitude toward the program. Findings indicate that a program that involves students in their own learning environment holds much promise and the success of CE would indicate more testing of its effectiveness. (WR)

ED 064 681 CS 000 055
Waterman, David C.
Teaching Reading Through Children's Literature.
Indiana State Univ., Terre Haute. Curriculum Research and Development Center.
Pub Date Oct 71
Note—67p.; Proceedings of the First Annual Reading Conference, Indiana State University, Terre Haute, June 21-22, 1971
Available from—Curriculum Research and Development Center, School of Education, Indiana State University, Terre Haute, Indiana 47809 ($1.00 prepaid)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Behavior, *Childrens Books, Directed Reading Activity, Early Reading, Films, Paraprofessional School Personnel, Pictorial Stimuli, *Reading Comprehension, Reading Diagnosis, *Reading Instruction, Reading Material Selection, Reading Programs, Role Playing, *Student Motivation
Papers presented suggest a variety of views aimed at helping the teacher become more proficient in using children's literature in teaching reading. David C. Davis points out the need for developing programs in which books are selected on their literary quality, not on tastes or personal points of view. William G. McCarthy discusses the contribution of role-playing using children's literature to achieving affective learning and developing values in children's thinking. Steps toward directed reading sequence--preparation, interpretation, and extension of skills and interests--to increase student comprehension considered by Virginia Mitchell. August J. Mauer talks about the use of paraprofessionals and the potentially creative opportunities involved in reading instruction. Teachers' use of films and children's literature, according to Jessie J. Dubois, can increase teachers' appreciation of picture books and provide ways to motivate students. Charles Nay examines insights in preschool reading and literature. The various considerations involved in the selection and reading of pictures are discussed by Jean B. Sanders. Claudia Baxter considers the use of literature in diagnosing reading needs and increasing the child's motivation for reading good books. Davis concludes the volume by examining five basic code systems necessary to reading instruction. (HS)

ED 064 682 CS 000 056
Barnes, Jarvis
Effective? Acceptable? Profiles of Effectiveness and Acceptability of the Reading Program in the Atlanta Elementary Schools 1970-71.
Atlanta Public Schools, Ga.
Pub Date 72
Note—152p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cost Effectiveness, *Elementary School Students, *Program Effectiveness, Program Evaluation, *Reading Achievement, Reading Level, *Reading Programs, *Reading Research
Identifiers—Atlanta (Georgia)
A model utilizing the concepts "effectiveness" and "acceptability" was the basis for analyzing reading programs in 120 Atlanta elementary schools during 1970-71. Gain rate of effectiveness and level of acceptability were based upon six factors influencing student achievement--pupils' entry knowledge, families' economic level, pupil attendance, class size, school enrollment stability, and extent of student failure--which together, accounted for approximately 91% of the variance of actual from predicted achievement. Analysis of data prompted these conclusions, among others: (a) approximately one-sixth of the school reading programs performed in an effective and acceptable manner, although approximately two-thirds performed in an effective manner (actual exceeding predicted gains), and approximately one-fifth performed acceptably (exceeding national reading norms); (b) approximately one-third of the school programs were judged neither effective nor acceptable; and (c) compensatory funds were spent in a negative relationship to the pupils' level of performance. (Accompanying the report are 120 pages of supporting tables.) (Author/RD)

ED 064 683 CS 000 057
Sticht, Thomas G. Caylor, John S.
Development and Evaluation of Job Reading Task Tests.
Human Resources Research Organization, Alexandria, Va.
Pub Date [72]
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Literacy, *Functional Reading, *Material Development, *Military Personnel, Reading Ability, Reading Materials, Reading Skills, Reading Tests, *Task Performance, *Test Construction
Identifiers—Job Reading Task Tests, JRTT
The use of readability formulae to estimate the difficulty levels of vocational reading materials, the determination of relationships of reading skills to job proficiency, and the relationship of general reading ability to performance on specially constructed job reading task tests (JRTT) are discussed to define the literacy skill demands (i.e., functional literacy levels) for three military jobs having civilian counterparts: cook, automotive rapairman, and supply clerk. Results indicated that the three jobs differ with respect to demands they make for reading skills with the median falling in the 7th grade range. Furthermore, having described procedures for identifying job reading tasks and for constructing JRTT, results indicated that while general reading and JRTT performance are positively correlated, the JRTT are sensitive to selection and training, and hence are measures of both special and general job reading abilities which can facilitate maximum transfer of skills from the class to the job. (HS)

ED 064 684 CS 000 059
Observations of Children's Difficulties in Learning to Read Using (a) Traditional Orthography and (b) the Initial Teaching Alphabet.
Toronto Board of Education (Ontario). Research Dept.
Pub Date [66]
Note—82p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beginning Reading, English (Second Language), Environmental Influences, *Initial Teaching Alphabet, *Primary Education, *Reading Difficulty, *Reading Instruction, Slow Learners, Teaching Techniques
Identifiers—Toronto (Canada)
A two year pilot project studied difficulties of kindergarten-primary children learning to read via materials printed in the Initial Teaching Alphabet (ITA) who, because of immaturity, late development, low ability, or inability to speak English, were expected to experience reading difficulty. Of 39 children in the first year of the study, 20 used ITA and 19 used traditional orthography (TO); however, the investigation was not designed to compare the relative values of ITA and TO as factors in instruction. During the second year of the study, the transition of the ITA-trained group to TO was observed. Conclusions of the experiment included: (1) despite ITA's simplification, reading difficulties remained for some children; (2) initial reading progress depends upon experiences, concepts, and language the child brings to school; (3) the method accompanying use of ITA is important; (4) the total approach used in introducing reading is the vital factor, not ITA itself; (5) for the children in the study, transition from ITA to TO in writing and spelling occurred gradually. (Author/RD)

ED 064 685 CS 000 060
George, John E.
Variables in Beginning Reading Instruction.
Pub Date 71
Note—20p.; Paper presented at 3rd World Congress, Sydney, Australia, August, 1970; and also presented at the Annual Convention of the International Reading Assn., Anaheim, Calif., May 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beginning Reading, Language Enrichment, Linguistics, *Physical Environment, *Reading, *Reading Instruction, *Social Environment
This paper describes various approaches to beginning reading instruction and discusses the major factors which determine success or failure in beginning reading regardless of the approach used. The teacher, the child, and the social and physical environment while being infinitely variable can be controlled to great extent by the teacher of beginning reading. The paper shows the beginning reading teacher how to control her own behavior, the child's behavior, social and physical environment so that optimum learning can be provided. Included are descriptions of the synthetic and analytic phonics approach, the linguistic approach, the visual-auditory-kinesthetic tactile (VAKT) approach, the whole word approach, and language experience approach. A brief note concerning research in beginning reading and a challenge to administrators and teachers of beginning reading conclude the article. (Author)

ED 064 686 CS 000 061
Bailey, Norma Jean
Reading Instruction for Basic Adult Literacy.
Pub Date 69
Note—21p.; Speech given at the Annual Convention of the International Reading Assn. (14th, Kansas City, 1969)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Basic Education, *Adult Education Programs, Adult Literacy, *Adult Reading Programs, Adult Students, *Literacy Education, Reading Development, Reading Programs

The program, methodology, techniques, and materials used at the Adult Continuing Education Center located at Danville (Illinois) Junior College are described. The program is divided into five levels from beginning or introductory through GED preparation. A non-graded, individualization approach is used with support for such an approach found in the definition and characteristics of the adult student. Several techniques employing a variety of specific materials at each level are described as well as a listing of the reading program objectives. (TO)

ED 064 687 CS 000 062
Thorndike, Robert L.
Reading Comprehension across National Boundaries.
Pub Date May 72
Note—23p.; Speech given at the Annual Convention of the International Reading Assn. (17th, Detroit, May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Family Environment, *Reading, *Reading Achievement, *Reading Comprehension, Reading Skills, *Reading Speed

Some results from an international study of reading are discussed in this paper. Subjects were 10-year olds, 14-year olds, and secondary school seniors in 15 countries. A reading comprehension test was administered and the 10 and 14-year olds were given a speed reading test. Data analysis was at three levels: individual pupil scores, school characteristics associated with reading achievements of its students, and between-country comparisons. Data for all countries are presented, and compared with means and standard deviations of American subjects. (Charts and tables present detailed results of the study.) (WR)

ED 064 688 CS 000 063
Bernstein, Margery R.
Umbrella for Reading: Evaluation of Inservice Education on Reading.
Mamaroneck Public Schools, N.Y.
Pub Date 14 Jun 72
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Beginning Reading, *Inservice Education, *Primary Grades, Readability, Reading Comprehension, *Reading Diagnosis, Reading Materials, Remedial Reading, *Teacher Aides

Primary teachers, aides, and volunteers participated in an inservice training program based on: prerequisites of reading; teaching materials and techniques; diagnostic tests of reading skills; beginning reading; and developing comprehension. Evaluative procedures included: (1) a pre and posttest on factual content, (2) showing videotape of a diagnostic study and selecting five areas in need of remediation from a list of 10, (3) from a list of 25 items selecting five that best suited the child described, (4) computing readability, (5) preparing a case study, (6) administering pre and post attitude and interest inventories, and (7) reports on aides and volunteers. It was concluded that the program was successful in achieving objectives related to: (A) knowing prerequisites for a reading task, (B) using diagnostic tests and assessing reading difficulties, (C) selecting appropriate methods and materials for a given child, (D) judging the difficulty of a passage, and (E) helping aides and volunteers work effectively with children. The program did not result in measurable changes in children's attitude toward reading; however, the objectives for aides and volunteers were achieved. (Appendixes are included for procedure, methods, and materials used.) (WR)

ED 064 689 CS 000 064
The Achievement of Disabled Readers (1969-71 School Years) Based on Comparison of Pretest and Posttest Scores.
Northwest Multi-Service Educational Center, Valparaiso, Ind.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 31 Aug 71
Grant—OEG-67-2793
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Gains, *Basic Reading, Reading, *Reading Achievement, *Reading Diagnosis, *Retarded Readers

The objective of this project was to examine the achievement scores of disabled readers. Raw scores of pretest and posttest of the same pupil were computed in terms of percent gain or loss, and a second method shows the ratios of grade levels and instructional reading levels on pretest and posttest of the same pupil. The pupils from 32 public and nonpublic school corporations were prepared for a random sampling of 752 pupils who had been pretested earlier. From these schools the diagnosticians posttested 118 pupils. Conclusions from the data are: (1) of the 114 usable posttest pupils, 111 pupils showed gain and only three showed a loss (the failure pattern has been interrupted in over 90 percent of the cases; (2) the average case gained one and one-half years of reading growth in twelve months of elapsed time; (3) by grouping the cases into assigned grade level at the time of posttest, the data indicates good growth within each grouping; (4) reading among disabled readers is improving throughout Northwest Indiana Schools. (Author)

ED 064 690 24 CS 000 065
Johnson, Dale D.
An Investigation of Sex Differences in Reading in Four English-Speaking Nations. Technical Report No. 209.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-209
Bureau No—BR-5-0216
Pub Date Feb 72
Contract—OEC-5-10-154
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cultural Factors, Elementary School Students, Reading, *Reading Ability, Reading Achievement, *Reading Research, *Sex Differences

Investigations reported during the past century have generally shown girls to be better readers than boys in the United States. Some researchers have attributed these differences to biological-maturational factors; others have suggested cultural-societal causes. The present study sought to examine this dichotomy by testing the reading ability of boys and girls in four English-speaking nations. More than a thousand elementary children from Grades 2, 4, and 6 in Canada, England, Nigeria, and the United States participated. Each subject was tested for reading comprehension, vocabulary and various word analysis skills. Analysis of variance, in which sex was nested within grade and grade within country, was applied to the data for each of eight analyses. Dependent variables were raw test scores, grade equivalent scores, or composite scores. In two countries, England and Nigeria, boys generally scored higher than girls and the sex differences favoring boys increased by sixth grade. Conversely, in Canada and the United States girls generally scored higher than boys and the sex differences favoring girls diminished or disappeared by sixth grade. Results of the study indicate that sex differences in reading ability are culturally related. (Author)

ED 064 691 CS 000 066
The Electric Company.
Children's Television Workshop, New York, N.Y.
Pub Date 71
Note—130p.
Available from—Children's Television Workshop, 1865 Broadway, New York, N. Y. 10027 ($.95)
Document Not Available from EDRS.
Descriptors—*Curriculum, *Educational Objectives, Primary Grades, Program Development, Program Evaluation, Program Planning, *Reading Instruction, Remedial Reading, *Televised Instruction
Identifiers—Children's Television Workshop, *Electric Company

This book is intended as an introduction to the television program, "The Electric Company," designed to help teach reading to children in grades 2-4 who are experiencing difficulty. Contents include: Sidney P. Marland, Jr.'s preface, "A Significant New Teaching Tool"; Joan Ganz Cooney's "Television and the Teaching of Reading"; and Barbara Fowles' "Building a Curriculum for 'The Electric Company'". A section containing a teacher's questions about the nature of the program (posed by Mary Ricketts) and answers (by program staffers David D. Connell, Samuel Y. Gibbon, Jr., and Paul Dooley) conclude the book. Numerous photographs and cartoons from the pilot series serve as illustrations. (RD)

ED 064 692 24 CS 000 067
Levin, Joel R.
Some Thoughts About Cognitive Strategies and Reading Comprehension. Theoretical Paper No. 30.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0216
Pub Date Dec 71
Contract—OEC-5-10-154
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Processes, *Individual Differences, *Psychological Studies, Reading Ability, *Reading Comprehension, *Reading Research

Psychological experiments investigating imposed and induced cognitive strategies are reviewed and related to operations in reading comprehension. It has been suggested that comprehension differences between good and poor readers may arise from the way in which they habitually organize intra- and inter-sentence elements during input. Subject-generated visual imagery is singled out as a particularly effective organizational strategy. Implications of this research are considered in the context of aptitude by treatment interactions and individual differences. (Author)

ED 064 693 CS 000 068
Gengler, Charles
An Inventory of Reading Skills.
Oregon Association for Supervision and Curriculum Development, Salem.
Pub Date 72
Note—17p.
Journal Cit—Oregon ASCD Curriculum Bulletin; v26 n312 pl-17 July 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Auditory Discrimination, Critical Reading, *Individualized Instruction, *Reading Diagnosis, *Reading Instruction, *Reading Readiness, *Reading Skills, Student Records, Study Skills, Visual Discrimination, Word Recognition

The skills listed in this booklet may form the base guideline for organizing the total school reading program or for individual classroom teachers. Several reasons are listed for constructing a reading program around a sequential listing of skills: (1) an orderly arrangement, (2) diagnosis, (3) blueprint for organizing flexible groups, (4) goal setting, (5) teacher's personal growth, (6) awareness of areas of reading instruction, (7) record keeping for students and teachers, (8) reporting to parents, and (9) transfer of records. The skills are arranged in general areas: auditory and visual discrimination; word attack skills; skills of analytical reading; locational and acquisitional skills; skills of organizing and recording; miscellaneous reading skills. Within each of the six general areas skills are ordered from easy to difficult. The easier skills normally denote those developed at an earlier age; difficult skills at a later age. (Author/WR)

ED 064 694 CS 000 069
Calthrop, Kenyon
Reading Together. An Investigation into the Use of the Class Reader.
National Association for the Teaching of English (England).
Pub Date 71
Note—129p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 22781, $3.15 non-members, $2.85 members)
Document Not Available from EDRS.
Descriptors—*English Instruction, Fiction, Literature, *Prose, *Reading, *Secondary Grades, *Teaching Methods, Textbooks

A report, in book form, of a "user-survey" concerned with the best current classroom practice in making use of novels, short stories, biographies, etc. The findings are based partly on teachers' replies to a questionnaire about their use of particular books and partly on the author's visits to a number of schools where he observed lessons and studied the pupils' reaction and attitudes. After an introductory chapter and one on

the theoretical background (teachers' criteria for their choice of books) there are three chapters describing varied programs based on a number of widely used books. The main part of the book concludes with a chapter on "Living with 'O' Level Literature". There is a series of factual appendices, including one showing which were the most popular books reported on. (Author/WR)

ED 064 695 CS 000 070
Miller, Lyle L.
Teaching Efficient Reading Skills.
Pub Date 72
Note—66p.
Available from—Burgess Publishing Company, 426 South Sixth Street, Minneapolis, Minn. 55415 ($3.95)
Document Not Available from EDRS.
Descriptors—*Developmental Reading, *Reading, *Reading Instruction, *Reading Materials, Reading Research, *Reading Skills

This manual has been prepared to provide teachers of developmental reading classes with a quick reference to significant ideas and resources. The introductory chapter is an historical critique of reading efficiency programs. Chapter Two includes a resume of some significant research which has influenced the author in his changing attitude toward developmental reading programs. Chapter Three includes suggestions regarding specific techniques which a teacher may employ in a developmental reading program. Chapter Four deals with the issue of materials appropriate for a developmental reading program, including both commercially available materials and suggestions for developing local materials. Chapter Five includes several lists of resources for developing and improving local programs. (Author/WR)

ED 064 696 CS 000 071
Toussaint, Isabella H.
Poetry in the Elementary School.
Pub Date May 72
Note—13p.; Speech given at the Annual Convention of the International Reading Assn. (17th, Detroit, May 10-13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Child Language, *Creative Writing, Elementary Grades, *Elementary School Curriculum, Haiku, *Language Arts, *Poetry, *Teaching Techniques

Poetry is an important ingredient in the elementary school curriculum both for its intrinsic qualities and as a vehicle for other subject matter. Rhythm, rhyme, word choice and relationships are best seen and felt by children listening to poetry and, in later elementary school, reading poetry themselves. Children can be motivated to write too, enhancing the technical and emotional aspects of published poetry as well as occasionally serving an individual therapeutic need. The creative teacher can devise jingles and poem games to reinforce learning in subject areas, particularly language arts. Syllabication becomes a game instead of a drill when students write Haiku and Tanka. Vocabulary development is immediately meaningful as students write cinquains or descriptive couplets. Samples of children's work and suggestions for motivation and working methods are included. (TO)

ED 064 697 24 CS 000 072
Deutsch, Cynthia P.
The Development of Auditory Discrimination: Relationship to Reading Proficiency and to Social Class. Final Report.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-6-3034
Pub Date Jun 72
Grant—OEG-6-10-215
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Auditory Discrimination, Auditory Tests, Beginning Reading, Cultural Differences, Disadvantaged Environment, Elementary Grades, *Learning Disabilities, *Reading Difficulty, Reading Readiness, Social Class, *Social Disadvantagement, *Socioeconomic Influences, Socioeconomic Status, Visual Perception

The determination of the relationships among auditory discrimination ability, social class and age group differences, reading skill ability, and visual perceptual skills was the objective of this study. Fifteen New York City public schools provided 180 first, third, and fifth grade white and black males from lower and middle socioeconomic status (SES). A variety of auditory tests were administered as well as a visual discrimination measure, an attention measure, reading tests and an intelligence measure. The results largely support the hypothesis that poor auditory discrimination is a major intervening variable between social conditions and reading retardation. The relationship is stronger for blacks than for whites and decreases with age indicating that teaching and remedial training should be oriented differently for various SES, racial and age groups. (TO)

ED 064 698 CS 000 073
Steig, Janet
Teacher-Student Congruency and Its Relationship to Reading Achievement in Grades Four Through Six.
Pub Date May 72
Note—92p.; M.Ed. Thesis, Rutgers University, The State University of New Jersey
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Intermediate Grades, Reading, *Reading Achievement, *Reading Research, *Self Concept, Self Evaluation

Student teacher congruency and its relationship to reading achievement in grades four through six are explored. Two questions were posed. First, do teachers see their students in the same way that the students see themselves? Second, what relationship does this congruency have to reading achievement? One hundred thirty-eight students in fourth, fifth, and sixth grades were given the Iowa Test of Basic Skills. Based on the score of this test, good and poor reading groups were defined as the upper and lower 27 percent of the group tested. These students rated themselves from one to ten on 21 traits on a rating scale. Their teachers rated them on the same scale. Analysis of the data yielded no significant results. Comparisons of the answers to the individual questions obtained by comparing the groups to each other indicated that the good readers were more congruent with their teachers than the poor readers on most questions, and that the good readers' and poor readers' self-perceptions didn't differ as widely as their teachers' perceptions of them. (Author/WR)

ED 064 699 CS 000 074
Gawarkiewicz, Patricia
An Impress Method of Reading Instruction.
Pub Date May 72
Note—75p.; M.Ed. Thesis, Rutgers University, The State University of New Jersey
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Elementary Grades, Grade 4, Grade 5, *Oral Reading, Phonics, Reading Achievement, Reading Development, Reading Improvement, *Reading Instruction, *Reading Research, *Retarded Readers, Teaching Techniques
Identifiers—*Impress Method

The effectiveness of the impress method of reading instruction, in which the student and teacher read aloud simultaneously, was studied. The subjects were 24 fourth and fifth grade students from a New Jersey school, whose reading level was a year or more below grade placement (indicated by scores on a standardized achievement test) and who averaged 1.2 years below expectancy age grade placement. They were randomly assigned to one of three groups: impress, phonics, or control nontreatment. The impress and phonics groups received 15 minutes of instruction daily for six weeks. Pre- and post-testing was done on standardized tests for oral reading, speed, accuracy, vocabulary, and comprehension. There was no measurable achievement in reading ability in any of the groups, and the study therefore was not able to demonstrate the effectiveness of the impress method. It was concluded that limitations of the research were the tests used, the small number of subjects, and the type of subjects--previous research had shown the effectiveness of the impress method on more severely retarded readers. (Tables of data and references are included.) (Author/MF)

ED 064 700 CS 000 075
Cohen, Dorothy K.
The Effect of the Michigan Tracking Program on Gains in Reading.
Pub Date May 72
Note—83p.; M.Ed. Thesis, Rutgers University, The State University of New Jersey
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Primary Grades, Reading Improvement, *Reading Instruction, Reading Materials, *Reading Research, *Remedial Reading Programs, *Retarded Readers, *Tracking, Visual Learning, Visual Stimuli
Identifiers—*Michigan Tracking Program

The purpose of the present study was to investigate whether the inclusion of visual tracking exercise in a remedial reading program would result in significant higher reading achievement scores when compared to a conventional remedial reading program. Seventy-five sixth-grade students, reading a year or more below grade level and potential, made up the 16 groups under investigation. Eight groups, chosen randomly, composed the experimental group which received practice in the "Visual Tracking" and "Word Tracking" workbooks of the Michigan Tracking Program, for 10 minutes at the beginning of each 40-minute reading period. The control group received conventional reading remediation for the entire 40 minutes. The groups were taught by eight remedial reading teachers, each having under her tutelage one experimental group and one control group. The teachers met both groups three times a week for three months. An analysis of test scores on standardized reading tests showed no significant differences between the control and experimental groups, and no statistically significant difference between boys and girls in the experimental group. It was concluded that the use of the visual and word tracking exercises was not warranted. (Tables of data and references are included.)

ED 064 701 CS 000 076
Williams, Mildred C.
Miller-Unruh Reading Center: The Comparison of Progress in Reading with Second and Third Grade Students.
Pub Date 70
Note—30p.; M.A. Thesis, Fresno State College
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Grade 2, Grade 3, *Primary Grades, *Reading Achievement, *Reading Instruction, *Remedial Reading, *Teaching Techniques
Identifiers—*Miller Unruh Reading Center

The study reported was designed to test the hypothesis that no difference in reading achievement scores of second and third grade children requiring remediation would result between Ss receiving both regular classroom and Miller-Unruh Reading Center instruction and Ss receiving classroom instruction only. Reading Center instruction took a diagnostic-eclectic approach during 25-30 minute periods four times per week for three to seven months, depending upon how soon Ss achieved reading grade level. Ss were selected first for Center treatment if their scores on the SAT Primary 1 and 2 fell three to six months below grade level. Pairs of experimental and control Ss were matched on the basis of I.Q., chronological age, sex, classroom group, grade level, grade retention, socio-cultural background, academic retardation level, and identical twins. The t-test for matched groups by the direct difference method revealed no significant difference between means at .05 and .01 levels for the second grade group; however, third grade experimental Ss attained a significant difference at the .01 level. (Author/RD)

ED 064 702 CS 000 077
Cordero, Ida
Study of Reading Disorders in Relation to Poverty and Crime.
Work Training Program, Inc., Santa Barbara, Calif.
Spons Agency—Department of Labor, Washington, D.C.
Pub Date Apr 72
Note—101p.
Available from—National Technical Information Service, Springfield, Va. 22151 (Order No. PB 209 284, MF $0.95, PC $5.45)
Document Not Available from EDRS.
Descriptors—*Adult Education, Continuation Students, Delinquent Rehabilitation, *Dyslexia, Illiterate Adults, Language Handicaps, Literacy, *Literacy Education, Reading Diagnosis, *Reading Difficulty, Remedial Instruction, Remedial Reading, *Self Esteem, Socioeconomic Influences
Identifiers—Manpower

A follow-up study was made of 83 dyslexic job trainees who were given reading and writing remediation as part of a manpower training pro-

gram. The purpose of the study was to determine if, three years later, they had regressed or continued to function on a higher socioeconomic level than before undergoing training. When training began 69% of the dyslexiacs (herein defined as disabled readers unable to learn by means of conventional teaching techniques) were totally dependent on welfare. Three years after training 25% were on welfare and 45% had obtained and retained full-time jobs. The study also examines the effects of reading remediation on two other dyslexic groups in Santa Barbara County: students in a City College continuing education class and students in a high school for delinquent boys. Substantial improvements in social attitudes and self-esteem occurred with reading remediation in all three groups. Other significant findings and inferences are given for the combined groups. (Author/TO)

ED 064 703 CS 000 078
Lloyd, Dee Norman
Reading Achievement and Its Relationship to Academic Performance; Part Two: Relationships of Reading Achievement in Race, Sex, Socio-economic, and Mental Ability Groups, Laboratory Paper #28, and Appendix to Parts 2 and 3.
National Inst. of Mental Health, Rockville, Md.
Pub Date 70
Note—154p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Academic Performance, Caucasians, *Intelligence Quotient, Negroes, Overachievers, Reading, *Reading Achievement, Reading Research, *Sex Differences, *Socioeconomic Influences, Underachievers
This investigation was designed to explore the differences between 6th grade underachievers, average achievers, and overachievers in reading in their later achievement and behavior and to compare relationships to reading achievement that occur for students with high socio-economic status (SES) background and low SES background, and students with high IQ scores and low IQ scores. The purpose of dividing the sample into subgroups based on the major variables of IQ, SES, race and sex was to determine whether the effects of underachievement in reading were modified in groups differing in these characteristics. Differences that were found were small and generally overshadowed by the consistent pattern reflected in all groups: i.e., underachievers in the 6th grade performed at a lower level than average achievers on standardized tests, course marks, and other measures of achievement all through secondary school. Included is the supplement to Part Two and Part Three. See Part One [ED 034 660], and Part Three [CS 000 079]. (Author/WR)

ED 064 704 CS 000 079
Lloyd, Dee Norman
Reading Achievement and Its Relationship to Academic Performance; Part Three: Relationships of Family Background and Third Grade Performance to Sixth Grade Reading Achievement, Laboratory Paper #29, and Supplemental Data on High and Low IQ and SES Groups in Four Race-by-Sex Samples.
National Inst. of Mental Health, Rockville, Md.
Pub Date 72
Note—162p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Academic Performance, *Age, Caucasians, Grade Repetition, Marital Status, Negroes, Parent Influence, *Reading Achievement, *Sex Differences, *Socioeconomic Influences
Students whose reading achievement was average, below average, and above average were compared on measures of educational and occupational background, family characteristics, and elementary school performance prior to grade 6. Results were analyzed separately by sex, race (Negro and Caucasian), both sexes and races combined, and upper and lower socioeconomic and mental ability levels. Findings which achieved statistical significance included: (1) differences among achievement groups in parents' marital status were significant only in the Caucasian male sample; (2) parents' education and occupation had a greater relationship to reading achievement for girls than for boys and particularly for girls with higher IQ scores; (3) among those retained in a grade, differences among achievement groups were significant only in the Negro female sample; (4) the difference between achievement groups on socioeconomic level of father was significant for Negro females; and (5) the decrease in performance from grade 3 to grade 6 was significantly greater for underachievers than for average and overachievers. Supplemental Data on High and Low IQ and SES Groups in Four Race-by-Sex Samples included. See Part One [ED 034 660] and Part Two [CS000078]. (Author/RD)

ED 064 705 CS 000 080
Mathews, Virginia H., Ed.
Parents and Beginning Readers.
National Reading Center Foundation, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [72]
Note—34p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Series of 12 pamphlets, total price $1.65)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Development, *Early Reading, Grade 1, Kindergarten, *Language Development, Reading Ability, *Reading Games, *Reading Readiness
This series of 12 articles for parents on how to help pre-schoolers and beginning readers at home was written for the National Reading Center by specialists in reading and early childhood education. The titles and authors are: "Getting Ready to Read" (E. Robert La Crosse), "Creating a Good Reading Climate at Home" (Mary Frances K. Johnson), "Reading Games to Play at Home" (Nancy Larrick), "Kindergarten--An Important Pre-Reading Step" (Lucile Lindberg), "Reading and Language Development in First Grade" (Celestia Davis), "Reading Readiness--What Parents Should Know About It" (Marjorie S. Johnson), "A Primer for Parents on Reading Methods" (Dorothy M. Dietrich), "Adults as Reading Models for Children" (Virginia H. Mathews), "Vision, Hearing, Coordination and Health in Reading" (Marie S. Crissey), "Reducing Pressures in Learning to Read" (Grayce A. Ransom), "Getting Help on Reading Outside of School" (Virginia H. Mathews), "What can Communities do to Improve Reading Programs" (D. Philip Baker). (WR)

ED 064 706 CS 000 081
The Borg-Warner System 80 Program, December 1970-May 1971. Final Evaluation Report.
District of Columbia Public Schools, Washington, D.C.
Pub Date Dec 71
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beginning Reading, Developmental Programs, Individualized Instruction, *Instructional Technology, Primary Grades, *Program Effectiveness, *Reading Instruction, Remedial Reading Programs, Vocabulary Development
Identifiers—*Borg Warner System 80, District of Columbia
To evaluate the effectiveness of the Borg-Warner System 80 in seven Washington, D. C., schools, interviews, pupil progress records, questionnaires, and observational data were gathered on 103 students and their teachers. Two Borg-Warner programmed series, "Learning Letter Names" and "Reading Words in Context," were used in remedial and developmental reading instruction during the study. Data analyses revealed: (1) that pupils' attitudes toward reading became significantly more positive, (2) that both remedial and developmental students made significant gains in reading knowledge and improved reading habits (though the remedial group scored significantly lower than the developmental in the latter instance), (3) that significant increases in scores were achieved by the developmental students for "Learning Letter Names" and by the remedial students for "Reading Words in Context," and (4) that the initially high expectations teachers held for the technology were "to a great extent" realized for instruction in the alphabet and for teaching word recognition in context. (Author/RD)

ED 064 707 CS 000 082
Beutler, Rosetta
Teaching Mental Pictures: A Proposal Aimed at Making Reading More Meaningful.
Pub Date [72]
Note—9p.; Unpublished manuscript
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstract Reasoning, Creative Writing, Creativity, *Elementary Grades, Language Arts, *Reading Instruction, Reading Processes, *Reading Skills, *Visual Perception
A method of reading instruction is discussed in this paper. By helping the child to develop mental pictures of what he reads he can better retain the meaning of the sentence as he deciphers the more difficult words. The non-reader can lose the essence of a sentence because he may become too involved in decoding the sentence. A procedure on how to assist children in developing mental pictures is suggested and could be adapted for various grade levels. The use of mental picture could be used in all subject areas once the children have become accustomed to making them. (WR)

ED 064 708 CS 000 083
Manzo, Anthony V.
Some Innovations in Teaching the Decoding Aspects of Reading.
Pub Date Jan 72
Note—20p.; Speech given at the Missouri State Right-to-Read Council Conference, Jefferson City, Missouri, January 26-27, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Initial Teaching Alphabet, *Instructional Materials, *Reading, Reading Development, *Reading Instruction, Reading Skills, Tutoring, *Word Recognition
Identifiers—Decoding, Michigan Successive Discrimination Program, *Words in Color
A review of (1) the Tutor-Student-System, (2) Initial Teaching Alphabet, (3) Words in Color, and (4) the Michigan Successive Discrimination Program (MSDP) is presented in this paper. (WR)

ED 064 709 CS 200 000
Pierson, Howard
Teaching Writing.
Pub Date Jun 72
Note—94p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($6.50 cloth, $2.95 paper)
Document Not Available from EDRS.
Descriptors—College Teachers, *Composition (Literary), Effective Teaching, Evaluation Techniques, Grading, Grammar, Junior Colleges, *Language Arts, Literature Reviews, Mass Media, Motivation Techniques, Research Utilization, Secondary School Teachers, Student Teacher Relationship, *Teaching Methods, Tutoring, *Writing, Writing Skills
Identifiers—McLuhan (Marshall)
This book, which is written for English teachers in secondary schools and colleges, particularly junior college, is an attempt to provide a convenient and concise statement regarding prevailing tendencies and issues in teaching writing. These are related to correction, the tutorial conference, motivating composition, grammar, research, and lack of nerve among some teachers in the face of electronic cultism. The outstanding features of the book are as follows: (1) explanation of the intellectual, emotional, and vocational uses of writing; (2) appraisal of traditional correction, lay readers, peer correction, and operant conditioning; (3) samples of students' writings; (4) discussion of student militancy and writing; (5) explicit directions for the tutorial composition conference; (6) instruction on helping students at each step of the writing process from prevision through revision; (7) the relationship between grammars and writing; (8) summary of research findings in composition and instruction on how to read and interpret current research; and (9) counteracting the negative effects of McLuhanism and revealing the interdependence of writing and other media. (Author/CL)

ED 064 710 CS 200 001
Speirs, John
Poetry Towards Novel.
Pub Date 71
Note—336p.
Available from—New York University Press, Washington Square, New York, N.Y. 10003 ($8.95)
Document Not Available from EDRS.
Descriptors—Authors, Eighteenth Century Literature, *English Literature, English Neoclassic Literary Period, *Literary Analysis, *Literature, Nineteenth Century Literature, *Novels, *Poetry, Poets

Identifiers—Blake, Byron, Crabbe, Shakespeare, Wordsworth

This book considers the poets of the eighteenth and nineteenth centuries who foreshadowed the imaginative development of the novel - its growth in introspectiveness, interest in the individual and psychological insight, in fulness, and in an exploratory-creative use of language. These are found principally in the work of Dickens, George Eliot, Henry James, Conrad, and D. H. Lawrence. Blake, Coleridge and Keats are considered particularly in the aspect of their recreative response to Shakespeare. Attention is concentrated chiefly on Wordsworth, Crabbe, and Byron as forerunners of the novelists. The following works are discussed: Wordsworth's tales of "Margaret" and "Michael," "The Prelude," and poems contemporary with "The Prelude" and later; Crabbe's "-Tales in Verse"; and Byron's "Beppo," "The Vision of Judgment," and "Don Juan." The discussion is concerned not only with general relationships, but also with what the poem or story is about, what it says, and how it is said. (CL)

ED 064 711 CS 200 002
Read, Hadley
Communication: Methods for All Media.
Pub Date 72
Note—305p.
Available from—University of Illinois Press, 54 East Gregory, Champaign, Illinois 61820 ($6.95)
Document Not Available from EDRS.
Descriptors—*Audiovisual Communication, *Communication (Thought Transfer), *Communication Skills, Group Dynamics, Journalism, Listening Skills, Mass Media, Meetings, News Media, Nonverbal Communication, Persuasive Discourse, Public Speaking, Radio, *Speech Skills, Technical Writing, Television, Verbal Communication, Visual Aids, Writing, *Writing Skills

This practical volume is written for the non-communications major or graduate who needs skills in writing, speaking, or using visual media, but it will be valuable to anyone who would like to communicate more effectively. The following topics are covered: the audience and the message; communication within groups; communication and social action; the importance of listening; writing for easy reading; writing for impact and interest; the news-story form; writing reports and proposals; speeches for special occasions; writing radio news and sports; communicating on television; communicating with pictures; and the general strategy of communication. Though primarily a "how to" book, the volume also discusses the process of communication, the environment in which communication takes place, and the skills needed to make the process work. (Author/CL)

ED 064 712 CS 200 003
Messelaar, Dirk Keefe, Robert J.
Magic, Behavioral Objectives, and English: Part 1.
Pub Date Feb 72
Note—4p.
Journal Cit—NEATE Leaflet; v71 p11-14 Feb 1972
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Behavioral Objectives, Course Objectives, *Creative Teaching, Curriculum Planning, *English Instruction, Guidelines, Objectives, Student Centered Curriculum

Behavioral objectives in the teaching of English are criticized. The primary objection is the a priori expectations and reasoning which is a necessary part of these objectives. Behavioral objectives are said to restrict the flexibility and mobility of the English teacher in his classroom interaction. The entire concept of writing behavioral objectives is seen as being misconstrued in that learning, concepts, and information are made the center of instruction rather than the student. If the goal is to create better learning situations, it is felt that the solution should be to create imaginative creative, flexible, humane, and humanistic teachers. (CL)

ED 064 713 CS 200 004
Grimwood, Doris R.
A Study of the Correlation between Kindergarten Children's Paintings and Their Oral Commentaries about Them.
Pub Date 72
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Art, *Child Development, Child Language, Creative Expression, Environmental Influences, Family Environment, *Kindergarten Children, Language Development, Language Usage, *Maturation, *Oral Communication, *Painting, Speech

This paper considers 12 paintings which are a cross-section of the art work done by a kindergarten class of 5-year-olds in an attempt to support the following assertions: that there is a qualitative correspondence between the level of maturity evidenced in the paintings and in their speaking about them; that the degree of development in both speech and painting is affected by the child's home environment; and that increasing sophistication in most children's paintings is paralleled by increasing sophistication in their use of language. Only partial evidence was found to support these assertions. Correspondence between levels of maturity in painting and in oral language was recognizable in 6 of the 12 paintings. Significant indications that the child's home environment affected development in painting and speech were apparent in four examples. Increasing sophistication in painting corresponded to increasing sophistication in language usage in five instances out of a possible nine. Photographs of the paintings considered are included in the paper. (CL)

ED 064 714 CS 200 005
Pettigrew, B. Joye
The Archetype of Initiation in Selected Novels of Black Adolescence.
Pub Date Mar 72
Note—8p.
Journal Cit—Wisconsin English Journal; v14 n2 p4-10 Mar 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adolescence, Adolescents, *American Literature, *English Curriculum, *Individual Development, Literary Analysis, Maturation, *Negro Literature, Negro Youth, Novels, Youth

This paper discusses several novels written by black American writers that deal with the initiation experiences of young blacks, and should, therefore, appeal to black adolescents. The novels are grouped according to the three stages in the initiation experience of the adolescent: separation; transition; and incorporation. In separation, the adolescent usually goes through some kind of experience in which his family situation is changed or the ties of belonging are cut in some other way. Transition is defined by the adolescent-initiate's awareness of his emerging sexuality. Incorporation is characterized by the acceptance or rejection of society by the initiate. The books discussed are: "Boy at the Window"; "Hog Butcher"; "Beetlecreek"; "The Learning Tree"; "Sissie"; "Brown Girl, Brownstones"; "Go Tell It on the Mountain"; "And Then We Heard the Thunder"; "Native Son"; and "Invisible Man." (CL)

ED 064 715 CS 200 006
Bauer, Joy S. VanZandt, Priscilla
The Art of Satire: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—66p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Caricatures, *Course Content, Course Objectives, *Curriculum Guides, *English Curriculum, Essays, Humor, Irony, *Literary Analysis, Literary Genres, Literature, Parody, Resource Guides, *Satire
Identifiers—*Quinmester Program

The purpose of the course on satire in the Quinmester Program is to make the student more aware of satire in literature and the other media, in order to add to his enjoyment of literature and add to his perception of human nature. The course includes the study of art, cartoons, movies, television, and editorials in addition to literature. Different techniques of satire are presented: burlesque, as in the writings of Rabelais, Swift, and the animal fables; parody, as in Pope and Ogden Nash; irony, as in O. Henry, Shakespeare, and many science fiction works; and wit, as in Chaucer, Restoration comedies, and Shaw's comedy of manners. The student is also taught to recognize the extremes of tone and intent. An 11-page list of resource materials is included. (Author/CL)

ED 064 716 CS 200 007
Brown, Carol W. Chappelle, Barbara J.
The Modern Face of Love: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Content, Course Objectives, *Curriculum Guides, *English Curriculum, Literary Analysis, Literature, *Motifs, Resource Guides, *Thematic Approach
Identifiers—*Quinmester Program

In the Quinmester course "The Modern Face of Love" the nature and kinds of love are examined. A wide range of viewpoints touching on the force and morality of love are considered through various genre. Readings include "The Diary of a Young Girl," "Ethan Frome," "Love Story," "Sons and Lovers," and "A Burnt Out Case." Subject matter includes: the definition of love; kinds of love; love as a universal theme; classic love situations; love as a motivating force in life; the effects of love; and love as the answer to all problems. (Author/CL)

ED 064 717 CS 200 008
Lamb, Barbara
Developing Word Power: Language Arts.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Content, Course Objectives, *Curriculum Guides, Diachronic Linguistics, Dictionaries, *English Curriculum, Figurative Language, Information Seeking, Language Arts, Resource Guides, Semantics, Structural Analysis, Structural Linguistics, *Vocabulary Development, Vocabulary Skills, *Word Study Skills
Identifiers—*Quinmester Program

This Quinmester course helps the student develop word power through training and practice in identifying various meanings of one word, finding meanings from context, interpreting nonliteral and figurative language, and analyzing the structure of words with emphasis on prefixes, suffixes, and roots. Also included are dictionary and pronunciation skills and the study of word origins. This course outline contains a six-page listing of resource materials for students and teachers. (CL)

ED 064 718 CS 200 009
Tyler, Barbara R. Biesekerski, Joan
The Outer Limits: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Content, Course Objectives, *Curriculum Guides, Discovery Processes, *English Curriculum, Expository Writing, Fiction, Literary Genres, *Literature, Psychology, Resource Guides, Science Fiction, Sciences, *Thematic Approach
Identifiers—*Quinmester Program

The Quinmester course "The Outer Limits" involves an exploration of unknown worlds, mental and physical, through fiction and nonfiction. Its purpose is to focus attention on the ongoing conquest of the frontiers of the mind, the physical world, and outer space. The subject matter includes identification and investigation of unknown worlds in the physical environment (mountain, ocean, land, and space exploration), and in the frontiers of the mind (imagined worlds of man as seen through science fiction, and unexplained worlds of man as seen through parapsychology). It also involves the comparison of reasons for man's desire to conquer his physical and mental worlds and the prediction of new ways in which man will deal with his physical and mental worlds. Eight pages of resource materials are listed. (CL)

ED 064 719 CS 200 010
Lamb, Barbara
The Power of Words: English, Vocabulary.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstraction Levels, Affective Objectives, *Communication (Thought Transfer), *Course Content, Course Objectives, *Curriculum Guides, *English Curriculum, Language Skills, Nonverbal Communication, Resource Guides, *Semantics, Social Factors, Symbolic Language, Symbols (Literary), Verbal Communication, Vocabulary
Identifiers—*Quinmester Program

This course in semantics investigates verbal and nonverbal symbols and their denotations, emotional values, and levels of abstraction in an attempt to open channels of communication between the students and those with whom they communicate. Concepts, ideas, and skills included in the course are as follows: (1) that words are tools to help with the job of communicating meaning; (2) that words are neither good nor bad in themselves; (3) that words can be used for desirable or undesirable ends; (4) that the effectiveness of words depends on the skill of the user; (5) that there is a difference between statements of fact and of opinion; (6) that learning to recognize the language of social control and affective communication is vital; (7) that words serve as symbols; (8) that the study of contextual and connotative meanings aids understanding of how words affect people; (9) that language serves different purposes; (10) that understanding the abstraction ladder and reasons for it clarifies the communication process; (11) that people choose language according to the situation and to the receiver of the language. (Author/CL)

ED 064 720 CS 200 011
Hallberg, Albert
Facing the Test: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Content, Course Objectives, *Curriculum Guides, *English Curriculum, *Reading Skills, Reading Speed, Resource Guides, Response Style (Tests), Structural Analysis, Structural Linguistics, *Test Wiseness, Time Factors (Learning), Vocabulary Skills, Word Study Skills
Identifiers—*Quinmester Program
This Quinmester Course is designed to help students apply the principles of effective study in a variety of testing situations. Emphasis is on developing such skills as planning wise use of allotted time, adapting reading rate to various types of test items, identifying types of analogous relationships and word attack skills, including recognition of Greek and Latin roots and affixes. A resource listing of six pages is included in this course outline. (Author/CL)

ED 064 721 CS 200 012
Hardwick, Charles S.
Language Learning in Wittgenstein's Later Philosophy.
Pub Date 71
Note—146p.
Available from—Humanities Press, Inc., 303 Park Ave. South, New York, New York 10010 ($6.00 paper)
Document Not Available from EDRS.
Descriptors—*Child Language, Infants, Language, *Language Development, Language Research, *Learning Theories, *Linguistic Theory, Philosophy, Semantics, Speech
Identifiers—Wittgenstein (Ludwig)
Ludwig Wittgenstein's pragmatic conception of language, his theory on language learning, and his treatment of the function of language in the growth of the child are the focus of this book. Wiggenstein's study of language is compared with those made by linguists, psychologists, and sociologists, and accounts of language learning based on empirical studies are presented. The chapters of the book are as follows: I. Some Characteristics of Wittgenstein's Later Work; II. Meaning and Use: The Pragmatic Conception of Language; III. Context and Meaning; IV. Conclusion, Part One; V. The Teaching of Meaning; VI. Language Learning in Wittgenstein's Later Work; VII. Understanding of Rules; VIII. Conclusion, Part Two; IX. Infant Speech; X. The Growth of Meaning; and XI. Conclusion, Part Three. A bibliography and Index are included. (CL)

ED 064 722 CS 200 013
Gillespie, John Lembo, Diana
Juniorplots: A Book Talk Manual for Teachers and Librarians.
Pub Date 67
Note—222p.
Available from—R. R. Bowker Co., 1180 Avenue of the Americas, New York, New York 10036 ($7.95)
Document Not Available from EDRS.
Descriptors—Adolescents, *Booklists, *Book Reviews, *Childrens Books, Elementary School Students, High School Students, *Instructional Aids, Junior High School Students, Librarians, Literature Appreciation, Manuals, *Reading Materials, Recreational Reading
This volume is designed to aid teachers and librarians in giving book talks and reading guidance to children and young people between the ages of nine and sixteen. The books have been grouped under the following eight themes, which were derived from important goals of adolescent reading: (1) building a world view; (2) overcoming emotional growing pains; (3) earning a living; (4) understanding physical problems; (5) making friends; (6) developing self-reliance; (7) evaluating life; and (8) appreciating books. Ten books for various reading levels and areas of interest are fully discussed under each heading. The material on each book is divided into four sections: (1) plot analysis; (2) a discussion of thematic material; (3) suggestions for appropriate passages for book talks; and (4) a listing of other books that offer a thematic or developmental relationship to the book under discussion. (CL)

ED 064 723 CS 200 014
Gillespie, John Lembo, Diana
Introducing Books: A Guide for the Middle Grades.
Pub Date 70
Note—318p.
Available from—R. R. Bowker Co., 1180 Avenue of the Americas, New York, New York 10036 ($9.95)
Document Not Available from EDRS.
Descriptors—*Booklists, *Book Reviews, Child Development, *Childrens Books, Elementary School Students, *Instructional Aids, Junior High School Students, Librarians, Literature Appreciation, Manuals, *Reading Materials, Recreational Reading
This volume, a companion to "Juniorplots," (see CS 200013) is designed to help teachers and librarians who are giving reading guidance and book talks to children between the ages of nine and fourteen. The 88 titles have been grouped according to the following developmental goals of childhood: (1) getting along in the family; (2) making friends; (3) developing values; (4) understanding physical problems; (5) forming a world view; (6) respecting living creatures; (7) evaluating contemporary problems; (8) identifying adult roles; (9) learning to think abstractly; (10) appreciating books; and (11) reading for fun. Under each of these headings, various reading levels and areas of interest and equal coverage for boys and girls are represented. The material on each book includes a plot analysis, a discussion of thematic material, approaches for book talks, and suggestions for books and other media that are thematically related to the book. (CL)

ED 064 724 CS 200 015
Randolph, Gloria D.
Variations on Black Themes: English, Black Literature.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Literature, Course Content, *Curriculum Guides, *English Curriculum, Literature, *Negro Literature
Identifiers—*Quinmester Program
Variations on Black Themes, an introductory course in the study of black literature, permits students to make cursory examination of representative works of many black writers for the purpose of identifying major writers and recurring themes. The course content includes: introduction to some works of major Black American authors; identification of lesser known writers; identification of recurring themes, such as "on the beauty of blackness", "love is a sometimes thing", "to be free", "as we lay dying", and "the black woman"; and finally, comparison of various writers' attitudes toward the identified themes. An 8-page listing of resource materials is included. (CL)

ED 064 725 CS 200 016
Flynn, Eleanor G.
Nonfiction: The Newspaper, Periodicals and Biography.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biographies, Course Content, *Curriculum Guides, *English Curriculum, English Instruction, Expository Writing, Literary Analysis, *Literary Genres, Newspapers, Periodicals
Identifiers—*Quinmester Program
The scope of this quinmester unit of instruction ranges from a cursory look at newspapers, magazines, and sources of biographic material to a development of skills which enable the student to make effective use of them. The focus of the course is primarily exploratory as the student moves through the various media, but he is made aware that not all written material is information, and not all information is authoritative. The six pages of reference materials listed are designed as starting points for the extension of activities. (CL)

ED 064 726 CS 200 017
Boone, Dave
The Civil War in Literature: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Literature, *Civil War (United States), Course Content, *Curriculum Guides, *English Curriculum, English Instruction, Literary Analysis, Literature, *Negro Literature
Identifiers—*Quinmester Program
The Civil War in Literature is a course in which investigation is made into the legacy that this war left to humanity. Through the reading and discussion of literary works written during or about the Civil War, including "Jubilee," "Gone with the Wind," "Red Badge of Courage," poetry by Walt Whitman, and the essays of Frederick Douglass, students may become keenly aware of conflict between families, national heroes, and differing views of the abolition of slavery. The course suggests methods, techniques, and approaches for appraising the war, its causes, solutions and aftermath, which should result in a greater understanding of human nature and of present day conflicts. (CL)

ED 064 727 CS 200 018
Lamb, Barbara
What is Language? English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication (Thought Transfer), Course Content, *Curriculum Guides, *English Curriculum, English Instruction, *Language Arts, *Language Usage, Linguistics, Linguistic Theory, Semantics, Symbolic Language
Identifiers—*Quinmester Program
"What is Language" is a course involving the study of the origin of language, language misconceptions, linguistics, semantics, communication, symbols, persuasion, and word manipulation. With the major concept of how language works in mind, the course includes the following: word order of English sentences; word classes and structure words; basic sentence patterns; theories of language origin and their limitations; the communication process and barriers to communication; levels of usage of language and language style; aspects of silent languages; suiting language to the situation; verbal and nonverbal symbols; the persuasive elements of language and techniques of propaganda; reports, judgments, and inferences; connotation and denotation of words; abstract words; and common misconceptions concerning language. (CL)

ED 064 728 CS 200 019
Hall, Peggy Knappe, Shirley
Ideas of Western Man: Expressionism and Realism: English, Humanities.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American Culture, Art, Course Content, *Curriculum Guides, *English Curriculum, *Expressionism, *Humanities Instruction, Interdisciplinary Approach, Literature, Music, Philosophy, *Realism
Identifiers—*Quinmester Program
The course, "Ideas of Western Man: Expressionism and Realism," involves the analysis of some predominant schools and man's changing thought through the study of literature. In study-

ing Expressionism and Realism as they have affected contemporary American Culture, philosophy is emphasized, and painting, sculpture, and music are used for illustration. A 33-page listing of resource materials for students and teachers is included in this course outline. (CL)

ED 064 729 CS 200 021
Goodkin, Thomas B.
Creative Involvement with the Media.
Pub Date 72
Note—13p.
Journal Cit—Connecticut English Journal; v4 n2 p3-14 Spr 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiovisual Aids, *Creative Activities, English Curriculum, *Film Production, Films, *Instructional Innovation, Instructional Materials, Photography, *Student Developed Materials, Tape Recordings, Videotape Recordings

Many suggestions are given for directly involving students in the various forms of the media. Instamatic cameras, tape recorders, 35mm cameras, videotape recorders, Super 8 cameras, phonograph players, and film projectors are some pieces of equipment typically available to schools which can be used creatively by students. In addition to making films or illustrating themes through the use of still camera shots, unlimited possibilities are seen in various combinations of media forms. The active experimenting of students with these forms, if given structure and direction by the teacher, are said to be the type of learning experience that provides a needed lift in any subject. (CL)

ED 064 730 CS 200 023
Mills, Helen
A Do-It-Yourself Kit for Individualized Instruction.
Pub Date 72
Note—17p.; Speech given at California Association of Teachers of English Meeting, February 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Course Objectives, Course Organization, *English Instruction, *Individualized Instruction, Nonprofessional Personnel, Recordkeeping, Student Teacher Relationship, Student Volunteers, *Teacher Aides, Test Construction, Testing, *Tutoring, *Writing Skills

An individualized instruction program in which the teacher was able to be more highly involved with 350 students than she was in five conventional classes of 25 students each is described. The success of the Basic Writing Skills course at American River College, Sacramento, California, depends largely on the careful organization of course content, a testing policy in which the student is helped to succeed, and the use of instructional aides, most of whom are unpaid college students. A simple bookkeeping system enables the student to keep track of his progress, grades, and attendance. (CL)

ED 064 731 CS 200 024
Creber, J. W. Patrick
Lost for Words: Language and Educational Failure.
National Association for the Teaching of English (England).
Pub Date 72
Note—216p.
Available from—Penguin Books Inc., 7110 Ambassador Road, Baltimore, Md. 21207 ($1.95 paper)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Academic Failure, Culturally Disadvantaged, Curriculum Enrichment, Disadvantaged Youth, Drama, English Curriculum, *Language Development, *Language Handicaps, *Language Instruction, Language Proficiency, Language Teachers, Learning Difficulties, *Linguistic Competence, Teacher Education, Teaching Methods
Identifiers—England

This paperback looks at the problem of linguistic deprivation, a problem which is compounded by the restricted opportunities for language development in the schools, even those using modern and innovative methods. Chapter one looks at the contexts at home and school where the child acquires the linguistic tools he needs, and thereby sheds light on the complex interplay of social, psychological and linguistic factors in the learning process. Chapter two examines some of the evidence on language development that is valuable in assessing current and projected educational practice. This evaluation is attempted in subsequent chapters, three being concerned with relatively traditional teaching situations and four with more recent trends and developments. The final chapter examines the implications of the survey for the future, particularly as they affect teacher training. Three appendixes present the following: a discussion on failure by four girls in a secondary modern school; curriculum examples; and a discussion of the use of drama in the school curriculum. A selected bibliography is included. (Author/CL)

ED 064 732 CS 200 025
Bock, Natalie Massey, Dorothy
Man's Inner Struggle: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Content, Course Objectives, *Curriculum Guides, *English Curriculum, *Individual Development, Learning Activities, Literature, Philosophy, Resource Guides
Identifiers—*Quinmester Program

In the Quinmester course "Man's Inner Struggle," the study of literature enables students to gain insights into some of the problems facing young people today. The course involves the following activities: (1) examining some of the problems involved in the struggle for self knowledge; (2) exploring the effects of individual and cultural differences in the formation of a value system; (3) distinguishing between man's responsibility to himself and to society; (4) analyzing the unique problems of women; (5) relating current manifestations of man's loneliness and alienation to psychological phenomena; (6) predicting some of the problems to be faced in the future as an individual and as a member of society; and (7) discussing critically the assumption that man has the ability to triumph over many obstacles. An eight-page listing of resource materials is included. (CL)

ED 064 733 CS 200 026
Hargraves, Richard Kenzel, Elaine
Greek and Roman Mythology: English, Mythology.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classical Literature, *Course Content, Course Objectives, *Curriculum Guides, *English Curriculum, Greek Literature, Integrated Activities, Latin Literature, *Mythology, Resource Guides
Identifiers—*Quinmester Program

The aim of the Quinmester course "Greek and Roman Mythology" is to help students understand mythological references in literature, art, music, science and technology. The subject matter includes: creation myths; myths of gods and heroes; mythological allusions in astrology, astronomy, literature, science, business, puzzles, and everyday speech; and myths in visual art, music, classic Greek tragedy, philosophy, and in the comparative and analytical study of the Great Ages of Man. A 13-page listing of resource materials for students and teachers is included. (CL)

ED 064 734 CS 200 027
Kenzel, Elaine Williams, Jean
Tie it All Together: English, Composition.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Composition (Literary), Composition Skills (Literary), *Course Content, Course Objectives, *Curriculum Guides, Discovery Learning, *English Curriculum, *Expository Writing, Language Arts, Paragraph Composition, Resource Guides, Sentences, Writing Skills
Identifiers—*Quinmester Program

In the Quinmester course "Tie it All Together," students read a variety of short expository pieces, discovering inductively the structure of the sentences and paragraphs in the works, and then proceeding to develop their own. The subject matter in regard to sentences includes: word meanings; sentence elements; sentence structure. Invention, logical ordering, and style of paragraphs are studied. After having discovered the nature of a number of expository selections, students write a variety of original expository pieces. A seven-page listing of resource materials is included in the course outline. (CL)

ED 064 735 CS 200 028
Moore, John A.
How to Study.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Learning, *Course Content, Course Objectives, *Curriculum Guides, English Curriculum, *Language Arts, Learning Activities, Resource Guides, *Study Skills
Identifiers—*Quinmester Program

The Quinmester course "How to Study" is designed to help the students learn techniques of studying, such as organizing time, planning a procedure, and completing the assignment. The student examines a variety of test questions, practices taking sample tests, and analyzes the results. The course is a workshop in which the student practices these techniques in his own program of study. He may prepare current assignments for other classes, and also learns to take notes, devise memory aids, use information sources, and design a home study center. This course outline includes a six-page list of resource materials for teachers and students. (CL)

ED 064 736 CS 200 029
Hargraves, Richard
Shakespeare: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Authors, Behavior Patterns, Characterization (Literature), Comedy, *Course Content, Course Objectives, *Curriculum Guides, *Drama, *English Curriculum, *English Literature, Literary Analysis, Literary History, Poetry, Resource Guides, Sixteenth Century Literature, Sonnets, Tragedy
Identifiers—*Quinmester Program, Shakespeare

The Quinmester course "Shakespeare" is designed to bring out behavior patterns in characters revealed through dialogue in the plays of Shakespeare. Selections include sonnets, the romantic comedy "A Midsummer Night's Dream," the history play "Richard II," and the tragedy "-Hamlet." The sonnets are analyzed not only as intimate and artistic autobiographical reflections of Shakespeare's life, but also as sensitive reflections of the age in which he lived. In reading "A Midsummer Night's Dream," the student analyzes its humorous and farcical aspects which function as an opaque shield to a covert and more profound statement of the human condition. Through the reading of "Richard II" the student analyzes a history which treats the tragic disintegration of royal illusions. "Hamlet" is analyzed in the terms of conflict, artistically crafted both in character and setting, which predicts inevitable disaster. Fifteen pages of resource materials for students and teachers are listed. (CL)

ED 064 737 CS 200 030
Lamb, Barbara
Words, Words, Words: English, Vocabulary.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Content, Course Objectives, *Curriculum Guides, Diachronic Linguistics, Dictionaries, *English Curriculum, Information Seeking, *Language Arts, Languages, Linguistics, Morphology (Languages), Phonology, Resource Guides, Semantics, *Vocabulary Skills, Word Study Skills
Identifiers—*Quinmester Program

The Quinmester course on words gives the student the opportunity to increase his proficiency by investigating word origins, word histories, morphology, and phonology. The course includes the following: dictionary skills and familiarity with the "Oxford," "Webster's Third," and "American Heritage" dictionaries; word derivations from other languages; ways in which things are named; ways in which words have come into

our language; ways in which our language has been enriched; influence of other languages on English; ways in which words are created; sources of new words; ways in which words have changed in meaning; investigation of folk etymologies; word formations; inflectional and derivational endings; changes in word forms; diacritical marks; phonetic alphabet; changes in pronunciation in the language; sounds in the language; pitch, stress, and juncture. The course outline also contains a seven-page list of resource materials. (CL)

ED 064 738 CS 200 031
Hargraves, Richard B.
Values: Language Arts.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Content, Course Objectives, *Curriculum Guides, English Curriculum, Ethical Values, Ethics, *Individual Development, Language Arts, Literature, Moral Values, *Personal Values, Religion, *Values
Identifiers—*Quinmester Program
The Quinmester course "Values" includes nine areas of study designed to develop student awareness and development of a personal value system: (1) consideration of a positive self-image as part of a system of values; (2) differentiation between acts of tolerance and intolerance; (3) investigation of the role mental preparedness based on positive learning experiences plays in developing a system of values; (4) generalization from data that freedom based on personal independence is part of developing a system of values; (5) synthesization of the concept that justice based on truth and reconciliation is integral to developing values; (6) demonstration of a developing awareness of aesthetics and their role in a value system; (7) identification of the variables of good and evil; (8) examination of the role of religion; and (9) proposal of reasons for attaining social tranquility fostered by peace and nonviolence in pursuit of a value system. These activities are based on a study of literature, including "The Man without a Country," "I Am a Rock," and "A Separate Peace." This course outline includes a 14-page listing of resource materials. (CL)

ED 064 739 CS 200 032
Hargraves, Richard
Introduction to Shakespeare: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Authors, Characterization (Literature), Comedy, *Course Content, Course Objectives, *Curriculum Guides, *Drama, *English Curriculum, *English Literature, Language Styles, Literary Analysis, Literary History, Resource Guides, Sixteenth Century Literature, Tragedy
Identifiers—*Quinmester Program, Shakespeare
The "Introduction to Shakespeare" course in the Quinmester Program involves the careful study of the tragedy "Romeo and Juliet" and the comedy "The Taming of the Shrew," emphasizing language, development of character and theme. The course also includes the study of biographical data relevant to the evolution of Shakespeare's literary genius, and the study of Elizabethan social and cultural aspects which contributed to Shakespeare's career. The course outline includes a 13-page listing of teacher and student resource materials. (CL)

ED 064 740 CS 200 033
Kenzel, Elaine Williams, Jean
Expository Writing: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Composition (Literary), *Composition Skills (Literary), *Course Content, Course Objectives, *Curriculum Guides, *English Curriculum, *Expository Writing, Language Arts, Paragraph Composition, Resource Guides, Sentences, Writing Skills
Identifiers—*Quinmester Program
The Quinmester course "Expository Writing" is designed to help students develop competence in writing topic sentences and expository paragraphs incorporating the methods of cause and effect, comparison and contrast, illustration or example. The process of composition is taught in the following sequence: identification of the audience; knowledge of the purpose for writing; selection of a subject; compilation of the aspects of the subject; isolation of paramount ideas for development into paragraphs; and arrangement of these ideas logically rather than by time or space. Following the actual writing of a composition the student is taught to review it to determine the extent to which it meets the demands of unity, coherence, and emphasis, and also correctness and effectiveness. Six pages of resource materials are listed in this course outline. (CL)

ED 064 741 CS 200 101
Experiments with Themes: Reports on the Thematic Approach to Literature Teaching.
Centre for Information on the Teaching of English, Edinburgh (Scotland).
Report No—SBN-903129-01-9
Pub Date 72
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Composition (Literary), Drama, *English Literature, English Programs, Experimental Programs, *Literature Appreciation, Novels, Poetry, Secondary School Students, Teacher Developed Materials, Teaching Methods, *Textual Criticism, *Thematic Approach, *Writing Skills
Identifiers—*Scotland
This is the second publication of the Literature Study Group using the thematic approach to literature for third through fifth year students in Scottish schools. Eight programs are presented which are a collection of literary texts grouped round a central theme. The programs are the work of different teachers who set out to discover in the classroom how successfully the thematic approach might be used in the later stages of the secondary schools. Presented are teacher's records of the experiment as well as frank discussions of the pitfalls and problems encountered and identified. The programs listed are: (1) The gap between aspirations and the reality of human behavior (Class V); (2) The Class System (Class V); (3) War--and its Aftermath (Class V); (4) Loyalty (Class IV); (5) Childhood (Class IV); (6) Work (Class IV); (7) Family Relationships (Class III); and (8) School Life (Class III). An appendix consists of samples taken from thematic programs produced by graduate students. Teachers using the thematic approach have found (a) discussion in the classroom becomes a very worthwhile activity and that (b) the quality of the writing both in the essays on the literature studied and in the more personal writings on the theme itself improves appreciably in content and style. (Author/LS)

ED 064 742 CS 200 102
Parret, Herman
Language and Discourse (Janua Linguarum Series Minor 119).
Pub Date 71
Note—304p.
Available from—Humanities Press, 303 Park Ave. South, New York, N. Y. 10010 ($11.00 paper)
Document Not Available from EDRS.
Descriptors—*Discourse Analysis, Language Research, *Linguistics, Linguistic Theory, Semantics, Sentence Structure, *Structural Analysis, *Structural Linguistics, Syntax
Identifiers—Saussure (F de), The Netherlands
This study examines the basic question about the position of dicursivity with respect to language, arising from the axiomatic statements concerning linguistic sign, form and meaning as definition components of the structural conception of language. The book is divided into two sections: I. Axiomatics of Structural Linguistics, and II. Linguistics and Translinguistics. Topics discussed under Section I are: Language and Sign; Language and Form; and Language and Meaning. Section II deals with Language and Discourse. A 120 item bibliography is included. (Author/LS)

ED 064 743 CS 200 103
Handbook for English Language Arts, Grades 5-12: Speech and Composition. Curriculum Bulletin, 1969-70 Series, No. 21.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Report No—Curric-Bull-21
Pub Date 71
Note—233p.
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N. Y. 11201 ($3.50; Checks should be made payable to Auditor, Board of Education)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Composition (Literary), *Curriculum Guides, Elementary School Curriculum, English Instruction, *Instructional Materials, *Language Arts, Language Development, Listening Skills, Secondary Grades, Speech Curriculum, Teaching Guides, *Verbal Communication, Writing Skills
Identifiers—New York City
This publication is one in a series being developed for the English language arts curriculum, prekindergarten through the twelfth grade. The series is in five strands: reading, literature, speech, composition, and language. Although treated separately for purposes of clear and systematic development, in classroom practice the strands are interwoven, the presentation incorporating several and sometimes all of the five filaments. The handbook is divided into two sections: Strand Three - Speech, and Strand Four - Composition. The five chapters under Strand Three are: I. Overview of the Speech Curriculum; II. Speaking and Listening in Grades 5-12; III. The Speech Fundamentals Course; IV. Acquisition of Standard English Patterns; and V. Evaluation. Strand Four consists of: VI. Overview of the Composition Curriculum; VII. Patterns for Teaching Composition; VIII. A Ladder of Composition Skills; IX. Types of Writing; and X. Evaluating Written Composition. (Author/LS)

ED 064 744 CS 200 104
Journalist 1 & C. Rate Training Manual, NAVPERS 10295-A.
Department of the Navy, Washington, D.C. Bureau of Naval Personnel.
Report No—NAVPERS-10295-A
Pub Date 70
Note—405p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($3.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Career Ladders, *Composition (Literary), Course Descriptions, Creative Writing, Educational Programs, *Journalism, *Military Personnel, Military Training, Occupational Aspiration, Oral Communication, *Promotion (Occupational), Radio, Television, *Training Objectives, Writing Skills
Identifiers—United States Navy
Presented is a rate training manual to help naval personnel meet occupational qualifications for advancement to Journalist First Class and Chief Journalist. It contains some subject matter reflected in the Manual of Qualification for Advancement (NAVPERS 18068 revised) for Senior Chief Journalist and Master Chief Journalist which is not generally available to JO students in other text materials. Chapters 1 through 11 deal with the professional subject matter of the Journalist rating and encompass such topics as: Advancement; Public Affairs Policy and Procedures; Office Management and Administrative Practices; Oral Communications; Fleet Training Exercises; Scientific Writing; Television Program Production; and American Forces Radio and Television (Station Manager). The 12 appendices contain examples of various types of public office directives and plans discussed throughout the manual, a bibliography and recommended reading, and concludes with an appendix which provides selected information on the aspects of security. (LS)

ED 064 745 CS 200 105
Jones, Tom Di Salvo, Vince
A Computerized Content Analysis of the Perceived Criterion Categories for the "Speech to Inform" of Inexperienced and Experienced Basic Course Students.
Pub Date [Dec 71]
Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (57th, San Francisco, Calif., Dec. 27-30, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Theories, Communication (Thought Transfer), *Composition (Literary), *Computer Programs, *Content Analysis, Creative Writing, Data Analysis, Factor Analysis,

Questionnaires, Rhetoric, *Speech Curriculum, Speech Skills, Undergraduate Study, *Word Frequency
Identifiers—WORDS System
A computerized content analysis of the "theory input" for a basic speech course was conducted. The questions to be answered were (1) What does the inexperienced basic speech student hold as a conceptual perspective of the "speech to inform" prior to his being subjected to a college speech class? and (2) How does that inexperienced student's perspective change after being exposed to speech training? A questionnaire was administered to undergraduate students at Bowling Green State University requesting them to write a "lecturette" on the subject "The Important Things to Consider for a Good 'Speech to Inform'". This was done at the first meeting of the quarter and at the end of the quarter. The WORDS System, developed by the University of Rochester Medical School, was used to analyze the data collected by stripping words of their endings and editing out prepositions, conjunctions, relative and personal pronouns, and the "to be" and "to have" verb forms. The concept of the WORDS System is that sufficient meaning exists in the association of "a word with itself and other words to conduct meaningful analysis". Results indicate that (1) students come to a basic course with much more awareness of speech-communication than might be expected, and (2) the student's principal concern is toward effective delivery; however, experienced students seemed to recognize a greater importance in the organization of ideas, while both groups seemed equally concerned with the importance of "interesting material and topics. (Author/LS)

ED 064 746 CS 200 106
Bradley, Ruth
A Two-Year Investigation of the Relationship of Oral Language Proficiency and Reading Achievement of First Grade Children with a French Linguistic Background.
Pub Date Apr 72
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Area Studies, Caucasian Race, Disadvantaged Youth, Elementary School Students, French, Grade 1, *Language Development, *Language Patterns, Linguistics, Morphology (Languages), Negro Youth, *Nonstandard Dialects, Oral English, Phonology, Reading Achievement, Regional Dialects, Second Languages, Sociolinguistics, *Tenl, Test Results
Identifiers—Lafayette Parish, Louisiana
The language proficiency of four groups of children, Negro and white, in one southern community, Lafayette Parish, Louisiana, is examined. The goals of this study were threefold: (1) to study the development of language patterns in first grade children from these socioeconomic groups; (2) to determine the effectiveness of the Gloria and David "Oral English Test" as a predictor of reading achievement; and (3) by introducing one experimental oral language development program to some of the disadvantaged Negro pupils, to measure the effects of such a program on language development during the second year of school. Data were obtained from 200 beginning first grade pupils in the fall of 1969 with additional data gathered in April 1971. Analysis of the data revealed the following: (1) There is a significant difference in the language patterns of entering first graders in the four schools as measured by the phonology and morphology scores of the Gloria and David "Oral English Test"; (2) Differences in fluency rates of entering first graders at the four schools are not so great as those shown on the other two measures; (3) A study of the rate of change in the three language measures during the first year of school, experienced by Negro pupils in integrated schools and in segregated schools, was not significant; (4) Differences in reading scores were not significant between the experimental group and the control group during the second year of school; and (5) Correlations between the fluency scores and the educational level of the parents were not significant. (Author/LS)

ED 064 747 CS 200 107
Schaefer, Barbara E.
The Roots of "Animal Farm".
Pub Date 70
Note—4p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Catholic High Schools, Creative Thinking, English Curriculum, *English Literature, *High School Curriculum, *Historical Criticism, Humanities Instruction, *Literary Criticism, Literature Appreciation, Politics, Satire, *Student Motivation, Teaching Techniques
Identifiers—Animal Farm, Orwell (George)
The presentation of the book "Animal Farm" by George Orwell to sophomores at East Orange Catholic High School, New Jersey, as a "political document" is discussed. Through research, panel discussions and voluntary comments, the students studied the book in depth comparing it to the power struggle between Stalin and Trotsky in Soviet Russia. Although some students confronted this book for the second time, getting to the roots of it presented more of a challenge during the two and a half week period, and encouraged further research into history and politics. (LS)

ED 064 748 CS 500 002
Auer, J. Jeffery, Ed. Jenkinson, Edward B., Ed.
On Teaching Speech in Elementary and Junior High Schools.
Spons Agency—Indiana Univ., Bloomington.; Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—178p.
Available from—Speech Communication Association, Statler Hilton Hotel, New York, N. Y. 10001 ($2.95); Indiana University Press, 10th and Morton Street, Bloomington, Indiana 47401 (cloth $6.00, paper $2.95)
Document Not Available from EDRS.
Descriptors—*Elementary Grades, *Intermediate Grades, Language Arts, Oral Expression, *Speech, *Speech Curriculum, Speech Education, Speech Improvement, *Speech Instruction, Speech Skills
This collection of seven essays provides a general theoretical discussion of the overall speech program for the elementary and junior high schools and develops several aspects of instruction in detail. Dorothy C. Higgenbotham formulates a comprehensive proposal for the development of a total speech program. The essentially symbol-centered nature of speech is explored by Ruth G. Strickland in writing about teaching oral language, and by John W. Black in treating the teacher's opportunities for improving the speech of children. The second three essays urge that particular speech skills be more systematically treated in the elementary and junior high program. Geraldine Brain Siks' essay deals with teaching drama, Jere Veilleaux with teaching oral reading, and Carroll C. Arnold's with teaching formal discourse. The final essay by Edward B. Jenkinson and Donald A. Seybold discusses an unending problem for teachers and students of oral discourse--finding something to say. (Author/CF)

ED 064 749 CS 500 003
Akin, Johnnye, Ed. And Others
Language Behavior: A Book of Readings in Communication.
Pub Date 70
Note—359p.
Available from—Humanities Press, 303 Park Ave. S., New York, N. Y. 10010 ($19.00)
Document Not Available from EDRS.
Descriptors—Behavioral Science Research, *Communication (Thought Transfer), *Group Behavior, *Language, Language Research, Linguistic Performance, *Linguistics, *Speech Handicaps, Speech Instruction, Speech Skills
The twenty-seven original essays in this book were compiled in honor of Professor Elwood Murray, former Director of the School of Speech at the University of Denver. The essays expand Professor Murray's concept of "communication methodology"--the link between knowledge and practice. The nine different fields of academic specialization represented by the authors provide an interdisciplinary approach to the theoretical and practical issues discussed in this collection. The essays are divided into four major groups--communication methodology, group communication, linguistics, and communication disorders. (CF)

ED 064 750 CS 500 004
Bamman, Henry A. And Others
Oral Interpretation of Children's Literature.
Pub Date 71
Note—129p.
Available from—Wm. C. Brown Company Publishers, 135 South Locust Street, Dubuque, Iowa 52001 ($2.50)
Document Not Available from EDRS.
Descriptors—*Childrens Books, Choral Speaking, Creative Dramatics, *Elementary Grades, *Interpretive Reading, Poetry, Puppetry, Story Telling, *Teaching Techniques, *Theater Arts
This book provides teachers, children, and parents with knowledge about children's literature and the oral interpretation of it. The procedures, suggestions, and resources in the book are intended to develop oral interpretation skills in the young reader and to assist the adult reader in improving his own skills. The content is divided into five subject areas: (1) how to read orally; (2) how to interpret poetry orally; (3) how to handle choral speaking; (4) creative dramatics, including rhythmic activities, dramatization of literature, pantomine, puppetry, and play production; and (5) story telling. (CF)

ED 064 751 24 CS 500 005
Williams, Frederick, Ed. And Others
An Analysis of the Variations from Standard English Pronunciation in the Phonetic Performance of Two Groups of Nonstandard-English-Speaking Children. Final Report.
Texas Univ., Austin. Center for Communication Research.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-0336
Pub Date Jul 71
Grant—OEG-32-15-0050-5010(607)
Note—206p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*American English, *Articulation (Speech), *Dialect Studies, *Minority Group Children, Negro Dialects, *Nonstandard Dialects, Phonology, Sociolinguistics, Spanish Speaking, Speech Habits
In this second of two studies conducted with portions of the National Speech and Hearing Survey data, the investigators analyzed the phonetic variants from standard American English in the speech of two groups of nonstandard English speaking children. The study used samples of free speech and performance on the Gold-Fristoe Test of Articulation from a group of 192 Black children (grades 1-6 from Niagara Falls, New York, and a group of 192 Mexican-American children (grades 1-6) from San Antonio, Texas. The study reports the frequencies of omission, substitution, and distortion. The present data is compared with the previously reported results obtained from standard American English speakers from Marshall, Iowa. The major conclusion is that all phonetic variations from standard American English can be attributed to one of the following sources of variation: (1) reduction in the complexity of segments, which usually decreases with age; (2) differing phonological rules between standard English and a dialect of English; and (3) phonetic interference between a foreign primary language and English. (See also ED 042 756, ED 042 757, ED 042 758, ED 046 938, ED 052 213) (CF)

EA

ED 064 752 24 EA 004 258
Johnson, Sharon Counts
Year-Round Schools. Educational Management Review Series Number 6.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0353
Pub Date May 72
Contract—OEC-0-8-080353-3514
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Development, Educational Administration, Educational Finance, *Extended School Year, *Literature Reviews, *Quarter System, *School Calendars, *Year Round Schools
This review surveys documents, previously announced in RIE, that are concerned with the year-round school (staggered vacation periods) concept. The literature indicates that the year-

round school plan should not be considered a panacea for the economic and learning problems in education. Most of the authors agree that schools should weigh carefully the advantages and the disadvantages of such a plan before extending their schedules into the summer months. The author presents briefly those documents devoted to general surveys of year-round plans and treats separately those documents dealing specifically with the Fulton County Four-Quarter Plan, the Valley View 45-15 Plan, or the Dade County Quinmester Plan. (Author)

ED 064 753 24 EA 004 267
Baas, Alan M.
Open Plan Schools. Educational Facilities Review Series Number 6.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0353
Pub Date Jul 72
Contract—OEC-0-8-080353-3514
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Facilities, Educational Innovation, *Flexible Classrooms, *Flexible Facilities, *Literature Reviews, Modular Building Design, *Open Plan Schools, School Environment, Space Utilization, Systems Approach
This document reviews the literature, previously cited in RIE, concerned with open plan schools. The open plan design is defined as one that encompasses large, open areas that shelter numbers of students, paraprofessionals, and teachers in a climate of daily change. Central to the discussion of the open plan concept is the consideration that a school building utilizing this innovative concept is being considered less and less as a static "facility" and more and more as a "catalyst" or a dynamic agent in the learning process. The 26 documents surveyed in this review are discussed under (1) flexibility and innovation, (2) evaluation, (3) information sources, (4) application, and (5) variation. (MLF)

ED 064 754 EA 004 283
Bryan, Clifford Erickson, Edsel
Structural Effects on School Behavior: A Comparison of Middle School and Junior High School Programs.
Grand Rapids Public Schools, Mich.
Pub Date Jun 70
Note—266p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Academic Achievement, *Comparative Analysis, Educational Environment, *Junior High Schools, *Middle Schools, *Organizational Climate, Parent School Relationship, Professional Personnel, Program Evaluation, Role Perception, *School Organization, Student Attitudes, Student School Relationship, Student Teacher Relationship, Teacher Morale
This document represents the efforts of a research project to determine if the implementation of "middle school concept" would create an organizational structure or social context that would enhance relationships both within and between the staff and the student body. The study aimed at providing a preliminary description of West Middle School in terms of (1) the functioning of professional staff roles; (2) the nature of and the impact on, especially achievement, of student-staff interaction; and (3) parental views on and beliefs about their children's educational needs, experiences, and the operation of the school itself. The responses to questionnaires, administered to students, teachers, and parents of students at a middle school and at a junior high control school, are extensively analyzed. (Author/MLF)

ED 064 755 EA 004 326
Lightweight Structures.
Shaver and Co., Michigan City, Ind.
Pub Date 72
Note—14p.
Available from—The Shaver Partnership, 305 South Santa Fe, Salina, Kansas 67401 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Air Supported Structures, Architectural Character, *Building Design, Building Innovation, *Building Materials, Construction Costs, *Educational Facilities, Flexible Facilities, Space Utilization
Identifiers—*Lightweight Structures
One of the newest and most promising developments in architecture has been the use of lightweight structures for encapsulating space. Using this new technology, builders can enclose large and small areas at a fraction of the cost of conventional construction and at the same time provide interior space that is totally flexible. This brochure shows some of the ways in which this new technology has been used for educational facilities. (Photographs may reproduce poorly.) (Author)

ED 064 756 EA 004 327
Richardson, Joe A.
The Middle School: Pitfalls and Possibilities.
Pub Date 12 Feb 72
Note—8p.; Paper presented at American Association of School Administrators Annual Convention. (104th, Atlantic City, New Jersey, February 12-16, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adolescents, Campuses, *Educational Environment, *Educational Innovation, *Educational Objectives, Flexible Schedules, Individualized Instruction, *Middle Schools, Speeches, *Student Needs, Teacher Qualifications, Team Teaching
Identifiers—Illinois, Winnetka
The possibility of developing a separate educational institution geared to the scholastic and interpersonal goals of the middle school grades has become a major challenge for educators today. It was to attain this ideal of developing the many possibilities for children in this age range that the concept of the middle school campus was designed in Winnetka, Illinois. Locating two schools on one campus provided the solution to the problem of providing a continuous 4-year program that would recognize the differences in development during this period. One school is designed to serve the 5th and 6th grades while the second school houses the 7th and 8th grade students. To insure the continuity of the total program, the position of campus principal was created; and the administration, teaching forces, resources, PTA, and student government were all coordinated. Such a viable, functioning institution provides for continuous development, efficient use of physical and human resources, and the opportunity for change as the need arises. (Author)

ED 064 757 EA 004 328
School Media Centres.
Ontario Dept. of Education, Toronto. School Planning and Building Research Section.
Pub Date Mar 72
Note—35p.
Available from—School Planning and Building Research Center, Ontario Department of Education, 44 Eglinton Avenue West, Toronto 12, Ontario (Canada) ($1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Acoustical Environment, Carrels, Climate Control, *Controlled Environment, Equipment Storage, Facility Expansion, Flexible Facilities, Furniture Arrangement, Illumination Levels, *Instructional Materials Centers, *Planning (Facilities), *Space Classification, *Space Utilization, Staff Role, Work Environment
Modern educational programs stress individualized learning. Such programs place less emphasis on prescribed texts and more emphasis on learning from a variety of resources suited to the interests and learning abilities of the individual. Thus, these programs require an abundance of readily available learning materials. The school media center, library, or resource center is developing and expanding to meet the ever-increasing demands by the school population for a wide variety of resources. Materials for learning now encompass all types of media such as filmstrips, 8mm and 16mm films, audiotapes, videotapes, transparencies, pictures, maps, charts, globes, multimedia kits, educational games, and realia. Ideally, the school media center serves as the central agency for the acquisition, production, organization, and distribution of learning resources required by students and teachers. It also serves as a center where resources may be used and from which learning materials may be selected for use in other areas of the school or borrowed for use beyond the school building. The center functions additionally as a link with other community information services and resource personnel. This publication is intended to give guidance to those involved in planning new or expanded facilities for the school media center. (Author)

ED 064 758 EA 004 331
Davis, T. A.
Evaluating Built Environments.
State Univ. of New York, Albany. Office of Architecture and Facilities.
Pub Date 11 Jul 69
Note—97p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Architectural Programing, Building Design, Correlation, Cultural Factors, *Environmental Criteria, *Environmental Influences, *Environmental Research, *Evaluation Methods, Field Studies, *Planning (Facilities), Probability Theory, Questionnaires, Values
"Environmental measures" in the forms of probability inductions are conceptualized to express the relationship between environmental conditions (temperature, illumination, etc.) and human satisfaction levels for comfort and utility. An "evaluation" method is hypothesized as a way to gather the data needed to make environmental measure probability inductions. Evaluations gather counts and measures of objects and environments needed for human activities. Human satisfaction levels are then defined through questionnaires and indepth probes of cultural meanings, and correlated to the counts and measures. Environmental measure probability inductions are made from these correlations. Preliminary to making evaluation field studies, assumptions are made about environmental parameters, quantifying user activities, the validity of user opinions, the dimensions of cultural meanings, and the manipulation of data. Five "realities" are isolated for evaluation comparisons: objects, environments, standards, records, and opinions. (Some pages in Appendix C may reproduce poorly.) (Author)

ED 064 759 EA 004 332
Full State Funding of Elementary and Secondary Education in New York State.
New York State Education Dept., Albany. Div. of Educational Finance.
Pub Date Feb 72
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Finance, Elementary Education, *Equal Education, Equalization Aid, *Expenditure Per Student, *Property Taxes, *Public Schools, School District Spending, Secondary Education, *State Federal Aid, Tables (Data), Tax Rates
Identifiers—Assessment, Full State Funding
The basic purpose of this paper is to marshal the arguments for and against full State funding and to begin delineating the practical problems of moving to full funding in New York State. Full State funding is defined as the assumption of substantially all responsibility for financing local elementary and secondary education from State and Federal revenues. The paper also attempts to supply at least some benchmarks against which to estimate the cost of achieving a substantial measure of full State funding. In discussing full State funding, the paper deals with operating expenses only, exclusive of transportation and building costs. The principal categories of educational finance problems that prompt consideration of full State funding are presented as: (1) the lack of equality of educational opportunity, (2) the Balkanization of the metropolitan as well as the rural areas by local school districts and other governmental units, (3) the cost pressures arising from market forces that operate on teacher salaries, (4) the cost pressures arising from the increasing success of militant public service unions, (5) the intermittent concern of the State legislature for meeting the State share of educational costs, and (6) the increasingly inadequate property tax base whereon rests the great bulk of local support. (Author)

ED 064 760 EA 004 333
Minimum Standards for School Buses, Revised. Recommendations of National Conference on School Transportation (Washington, D. C., May 4-7, 1970).
Spons Agency—Florida State Dept. of Education, Tallahassee.; National Commission on Safety Education, Washington, D.C.
Pub Date 70
Note—79p.

Available from—Publications and Textbook Services, Florida State Department of Education, Bureau of Curriculum and Instruction, Tallahassee, Florida 32304 (Free)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Accident Prevention, Cost Effectiveness, *Equipment Standards, *Federal Laws, Mechanical Equipment, Performance Specifications, *Safety, *School Buses, State Boards of Education, *State Standards, Student Transportation
Identifiers—Interstate Cooperation
This booklet contains the revised minimum standards put into effect and enforced beginning with new school bus models that appeared after January 1, 1972. These standards apply to (1) conventional type body-on-chasis vehicles having a seating capacity of 24 or more pupils; (2) conventional type body-on-chasis vehicles that are less than 96 inches in width and having a seating capacity of from 16-23 pupils; (3) transit and metropolitan type vehicles having a seating capacity of 24 or more pupils; and (4) converted small vehicles (including station wagons, suburbans, and van-type vehicles) having a seating capacity of 1-16 pupils. A related document is EA 004 334. (Author)

ED 064 761 EA 004 334
Standards for School Bus Operation, Revised. Recommendations of National Conference on School Transportation (Washington, D. C., May 4-7, 1970).
Spons Agency—Florida State Dept. of Education, Tallahassee.; National Commission on Safety Education, Washington, D.C.
Pub Date 70
Note—69p.
Available from—Publications and Textbook Services, Florida State Department of Education, Bureau of Curriculum and Instruction, Tallahassee, Florida 32304 (Free).
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Policy, *Administrator Responsibility, Driver Education, Equipment Maintenance, Occupational Information, Performance Criteria, Personnel, Program Evaluation, Safety, *School Buses, *Services, *Standards, State Boards of Education, State Standards, Student Transportation, Supervisors, Supervisory Activities
Identifiers—Drivers, Transportation Supervisors
The purpose of the report is to identify some of the basic practices to which school administrators and others having responsibilities in this area should adhere. Recommendations are provided for administrators, school transportation supervisors, drivers, passengers, and maintenance and service personnel. In addition, guidelines on selected operating procedures and suggestions on evaluation are included. A related document is EA 004 333. (Author)

ED 064 762 EA 004 346
Scott, W. Wayne Spaulding, Lloyd F.
What Do We Know About Leadership?
Pub Date May 72
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Leaders, Behavior, *Leadership, *Leadership Qualities, *Leadership Training, Literature Reviews, Management Development, Organizational Climate, *Research Reviews (Publications), *Theories
Although many authors have spoken to the concept of leadership, basic predictive theory has eluded all who attempt to define it. This paper undertakes to conclude inductive principles suggested within published leadership literature of an experimental design. A thorough review of this intangible, leadership, was undertaken from papers indexed in the Education Index (1959-1969) and in Research in Education (1966-1969). A spectrum of these leadership theories is discussed. (Author)

ED 064 763 EA 004 349
Ashton, Dudley, Ed. Irey, Charlotte, Ed.
Dance Facilities.
American Association for Health, Physical Education and Recreation, Washington, D. C. Council for Facilities, Equipment, and Supplies.
Pub Date 72
Note—28p.
Available from—AAHPER Publications-Sales, 1201 16th Street, N. W., Washington, D. C. 20036 (Stock No. 240-25242, $1.95)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Building Design, Colleges, Controlled Environment, *Dance, *Educational Facilities, Elementary Schools, Equipment Standards, *Facility Guidelines, *Facility Improvement, Facility Requirements, *Planning (Facilities), Recreational Facilities, Secondary Schools, Theaters
This booklet represents an effort to assist teachers and administrators in the professional planning of dance facilities and equipment. Three chapters present the history of dance facilities, provide recommended dance facilities and equipment, and offer some adaptations of dance facilities and equipment, for elementary, secondary and college level programs. A related document is ED 004 350. (Photographs may reproduce poorly.) (MLF)

ED 064 764 EA 004 350
Ragsdale, Lee And Others
Dressing Rooms & Related Service Facilities for Physical Education, Athletics, and Recreation.
American Association for Health, Physical Education and Recreation, Washington, D. C. Council for Facilities, Equipment, and Supplies.
Pub Date 72
Note—48p.
Available from—AAHPER Publications-Sales, 1201 16th Street, N.W., Washington, D. C. 20036 (Stock No. 240-25282, $2.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Athletic Activities, Equipment Storage, *Facility Guidelines, Facility Requirements, *Locker Rooms, *Physical Education Facilities, *Planning (Facilities), Recreational Facilities, Sanitary Facilities
Identifiers—*Dressing Rooms
The purpose of this publication is to identify significant considerations in the planning of dressing-locker rooms and related service facilities such as shower rooms, toilet and lavatory rooms, toweling areas, storage and supply rooms, laundries, training and first aid rooms, and custodial facilities. However, only a perfunctory treatment of each aspect has been attempted. Used in conjunction with the listed references and up-to-date information available from architects, the material contained here should provide a sound foundation for planning these facilities. A related document is EA 004 349. (Author)

ED 064 765 EA 004 355
Geisert, Paul
A Self Renewal Model for Educational Systems. Controlled Change and Accountability Through Discrepancy Evaluation.
Wyoming Univ., Laramie. Center for the Development of School Self-Renewal.
Pub Date 72
Note—40p.
Available from—Center for Research, Service, and Publication, Room 304 Graduate Hall, School of Education, University of Wyoming, Laramie, Wyoming 82070 ($2.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Decision Making, Educational Accountability, *Educational Change, Educational Improvement, *Educational Objectives, Educational Philosophy, Educational Research, *Evaluation Methods, *Models, Policy Formation, Program Development, Program Evaluation
Identifiers—Assessment, Educational Alternatives
This report presents a model that describes the logical steps that should be implemented to maximize self-renewal in a rapidly changing social environment. The model, which uses a systematic approach to the problems of change and accountability, is designed to assist educators in the continual definition, selection, and implementation of viable educational alternatives. The report discusses the theoretical background of the self-renewal model, suggests the segments of the educational system to which the model could be applied, and examines its associated time line. The author provides a step-by-step explanation of the model including (1) the selection of an educational philosophy, (2) the development of written goals from that philosophy, (3) the acquisition of a staff consensus on the philosophy and goals, (4) the development of educational objectives from the goals and priorities, (5) the establishment of a selection criteria for alternative instructional designs, and (6) the dissemination of the program plan. The model calls for continuous discrepancy evaluation to determine inconsistencies between the programs selected and the philosophy and goals desired. (Author/JF)

ED 064 766 24 EA 004 359
Kirst, Michael W. Grossman, David L.
Politics of Elementary and Secondary Education. Committee on Basic Research in Education Research Workshop Report. (Stanford, California, September 14-19, 1970.) Working Document.
National Academy of Education, Stanford, Calif.; National Academy of Sciences - National Research Council, Washington, D.C. Building Research Advisory Board.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-8-0293
Pub Date Jan 71
Contract—OEC-3-8-080293-0029
Note—568p.
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Community Control, Decision Making, *Education, Educational Accountability, Educational Finance, Educational Policy, *Educational Research, Governance, *Political Influences, *Political Socialization, *Politics, Public Policy
The papers in this report fall into three focus areas: (1) new goals and objectives for educational institutions, with a stress on normative analysis of public policy alternatives and a reexamination of prior assumptions on which research is based; (2) the political education of youth, with a particular examination of directions in research on political socialization inclusive of cross-cultural studies; and (3) an analysis of the governance of educational institutions, with special emphasis on power, role, and decisionmaking issues. A section on workshop background, participants, and procedures is also available as ED 051 567. (Several sections of the document, between pages 90-214, page 318, and between pages 506-527, may reproduce poorly.) (Author/JF)

ED 064 767 EA 004 373
Gibson, John S.
The Massachusetts Department of Education Proposals for Progress in the '70's. A Study. Final Report.
Tufts Univ., Medford, Mass. Lincoln Filene Center for Citizenship and Public Affairs.
Spons Agency—Massachusetts Advisory Council on Education, Boston.
Pub Date Aug 70
Note—230p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Educational Change, Educational Equality, *Educational Improvement, Educational Quality, *Equal Education, Evaluation, *State Action, *State Departments of Education, State Government, State Legislation, State Programs, State School District Relationship, State Surveys
Identifiers—Assessment
This document is a study of the Massachusetts Department of Education, with recommendations on how the department may better serve the needs of public school students in the Commonwealth. The study examines the department's current internal operations and its performance of external functions, recommends how these operations and functions might be improved, and suggests how various people and groups might translate the study's recommendations into public policy. Major themes central to the study are (1) a concern with the pursuit of the advancement of educational quality and equality and the consideration of ways in which the department may better contribute toward these objectives, (2) a belief that the department must be better equipped to advance quality education for students by assisting schools and educators in the delivery of quality school services to students, and (3) an emphasis on the importance of State government in education. (Author)

ED 064 768 EA 004 387
Podesta, Victor J.
"What the Board Needs To Know About Insurance."
Pub Date 28 Oct 71
Note—6p.; Speech given before New Jersey School Boards Association Annual Workshop. (19th, Atlantic City, New Jersey, October 27-29, 1971)

EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Accidents, *Athletics, *Boards of Education, *Costs, Insurance Companies, *Insurance Programs, School Industry Relationship, Speeches
This speech describes local school board concern over rising insurance costs, suggests an insurance pool for New Jersey public schools under Department of Education control, and discusses other insurance matters of concern to school boards. The author observes that a State Department sampling of insurance brokers who carry the bulk of student accident insurance reveals that (1) some commercial carriers do not want to write school insurance coverage, (2) sports program coverage is more comprehensive today than it was two years ago, (3) football is a big concern and the "excess provision" (that requires the carrier in situations where privately purchased insurance covers injuries to pay only excess expense not so covered) is becoming more accepted, and that (4) rates vary among school districts according to the claim experience of the district. (Author)

ED 064 769 EA 004 390
Rigby, Avard A.
State Leadership in Community Education.
Pub Date 24 May 72
Note—7p.; Speech given before National Congress of Parents and Teachers Annual Meeting. (76th, Chicago, Illinois, May 21-24, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Programs, *Citizen Participation, *Community Action, *Community Benefits, *Community Education, Community Schools, Speeches
This speech describes community education, outlines its benefits, and gives a history of its implementation in Utah. According to the author, the community-centered school provides academic and skill development for children, youth, and adults; furnishes supervised recreational and avocational instruction; supplies remedial and supplemental educational needs; furnishes a meeting place for social and civic groups; provides a forum for the discussion of social and other community problems; and provides facilities for the dissemination of medical and social services. (Author/JF)

ED 064 770 EA 004 391
Nyquist, Ewald B.
Education's Financial Dilemma: Planning for Change or Reacting to Crisis.
Pub Date 17 May 72
Note—32p.; Speech given before Education Commission of the States annual meeting. (6th, Los Angeles, California, May 17, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Role, Court Role, Courts, Educational Change, *Educational Finance, *Educational Objectives, Equal Education, Federal Aid, Higher Education, Private Schools, Public Schools, *School Role, Speeches, State Aid
Identifiers—*Educational Reform
This speech outlines the transformation of traditional educational functions and emphasizes that establishing clear educational purposes, goals, and priorities and planning for reform and change are needs equally imperative as financial needs. The author suggests reforms for the socialization and the basic educational functions of schools, discusses ways of financing higher education, suggests such reforms for higher education as that of shortening the time required to obtain baccalaureate and professional degrees, and calls for greater interinstitutional cooperation. The author also discusses the implications of the Serrano vs. Priest equal educational opportunity case and suggests that educators, as well as State and local government officials, should take the initiative for school reform away from the courts. The speech concludes on the note that a national reappraisal of education and of the roles of the schools and colleges is in order. (JF)

ED 064 771 EA 004 396
School Discipline. Bibliographies in Education No. 27.
Canadian Teachers' Federation, Ottawa (Ontario).
Report No—C-72102
Pub Date Mar 72
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Problems, *Bibliographies, Books, *Discipline, *Discipline Policy, Doctoral Theses, Masters Theses, *Public Schools, Student Behavior
This bibliography provides a listing of 56 books, 254 articles, and 20 theses that represent material published between 1961 and 1971. (JF)

ED 064 772 EA 004 398
Greene, Robert E.
Administrative Appraisal: A Step to Improved Leadership.
National Association of Secondary School Principals, Washington, D.C.
Pub Date 72
Note—58p.
Available from—The National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00, quantity discounts)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Administrator Evaluation, Administrator Responsibility, Boards of Education, Educational Accountability, Evaluation Techniques, Leadership Qualities, Management Systems, *Objectives, Participant Satisfaction, *Participation, *Performance Specifications, *Principals, School Superintendents, Self Evaluation
This report encourages goal and standard setting for administrators and administrator participation in the appraisal process. The first section outlines the weaknesses of present evaluation systems. The second section, which deals with a goal-oriented system, discusses the philosophy behind the system, the standards of performance, and the development of appropriate instruments for appraisal. The last section points up the importance of the self-appraisal, the motivation, and the inservice training aspects of an appraisal system. Appendixes provide sample appraisal instruments. (JF)

ED 064 773 EA 004 399
Robbins, Jerry H.
Education as an Economic Investment.
Pub Date 21 Feb 72
Note—25p.; Paper presented at a community meeting on educational topics
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cultural Awareness, *Cultural Enrichment, Disadvantaged Groups, Economic Factors, *Economic Opportunities, *Educational Benefits, *Educational Economics, Educational Finance, Federal Aid, Higher Education, School Community Relationship, School Industry Relationship, Socialization, *Social Values
This speech discusses the social, cultural, and economic concerns of education. Focusing on the economic effects of education, the author points up the economic benefits of education from the viewpoints of (1) the benefits to individuals resulting from increased and improved education, (2) the benefits to businessmen, and (3) the benefits to the community resulting from increased and improved education. (JF)

ED 064 774 EA 004 400
Mowat, Susanne
Cost Analysis of New Canadian Instruction.
Toronto Board of Education (Ontario). Research Dept.
Pub Date Jan 68
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cost Effectiveness, *Costs, Educational Research, *English (Second Language), English Programs, *Expenditure Per Student, *Immigrants, *Second Language Learning, Statistical Analysis
Identifiers—Canada
This study analyzes the costs of instructing new Canadians -- those students identified as learning English as a second or special language on a regular basis -- as of January 12, 1968. All teachers involved with teaching new Canadians were asked to give their salary levels and to list all their students by name, birthdate, mother tongue, estimate of English language skill, and the number of hours of instruction received per week according to group. The data is presented under (1) demographic analysis -- hours of instruction received by pupils, (2) cost analysis procedures -- teachers' salaries and costs of special English instruction, and (3) observations and conclusions -- citywide average hours and costs of instruction. The study found that a total of 77 public schools and 18 secondary schools had made special provisions of some kind for their new Canadian population. The author observes that even in schools where extensive provisions were being made there was some informal expression of a wish that more English could be taught to more children; and he suggests that these feelings may reflect the frustrating urgency of teaching a new culture and language to an increasing influx of new Canadians. (Author/JF)

ED 064 775 EA 004 401
Hill, Thomas W. And Others
Collective Bargaining Guide for School Administrators. A Dartnell Management Guide.
Pub Date 71
Note—251p.
Available from—The Dartnell Institute of Educational Research, 4660 Ravenswood Avenue, Chicago, Illinois 60640 ($47.50)
Document Not Available from EDRS.
Descriptors—Administrative Personnel, *Boards of Education, Class Size, *Collective Negotiation, *Contracts, Contract Salaries, Fringe Benefits, Grievance Procedures, *Guidelines, Negotiation Agreements, Negotiation Impasses, *Teacher Associations, Teacher Militancy, Teacher Strikes, Teaching Conditions
Identifiers—Union Security
This looseleaf, indexed handbook provides guidelines designed to equip school administrators with the tools, tactics, and techniques necessary to meet the challenge of teacher associations at the bargaining table. The document contains a discussion of the teacher militancy background, some suggestions on how to prepare for negotiations, and a description of the composition and functions of the bargaining team. Other subject headings cover union proposals, the bargaining process, key issues, third party intervention, dealing with strikes, and contract language. A final section presents a typical K-12 contract. (JF)

ED 064 776 EA 004 415
Commission Report: New York State Commission on the Quality, Cost, and Financing of Elementary and Secondary Education. Summary of Volume I.
New York State Commission on the Quality, Cost, and Financing of Elementary and Secondary Education.; New York State Education Dept., Albany.
Pub Date Apr 72
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bus Transportation, *Educational Finance, Educational Quality, Equal Education, Expenditure Per Student, Federal Aid, *Private Schools, *School Integration, School Taxes, *State Aid, State Programs, *State School District Relationship
Identifiers—Fleischmann Commission, Parochial School Aid
The five chapters of this summary report cover (1) the state of education in New York State, (2) financing education and Federal aid (two chapters), (3) racial and ethnic integration, and (4) aid to nonpublic schools. The report urges full State funding for education with the assistance of Federal aid to assure equal educational opportunity. Although they urged racial and ethnic integration, the commission members were not unanimous in their recommendations to implement integration, and a discussion of the separate opinion of four commissioners is included. A majority of the commissioners concluded that public funds should not be used to support attendance of students at nonpublic schools, and four of the 18 commission members proposed "-partial support" of nonpublic education. (JF)

ED 064 777 EA 004 417
Pipho, Chris, Comp.
Survey of School Finance Study Commissions and Committees. Research Brief No. 1.
Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.
Pub Date 1 Jun 72
Note—21p.
Available from—Department of Research and Information Services, 1860 Lincoln Street, Suite 300, Denver, Colorado 80203 (Free)
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Advisory Committees, *Committees, *Educational Finance, Educational Legislation, *Equal Education, Equal Protection, Expenditure Per Student, Federal Aid, Financial Problems, Research Committees, *State Action, State Aid, *State Legislation, State Programs, Surveys

The implications of the "Serrano-type" court cases are slowly making an impact on State school finance structures. Nearly every State has just completed or is undertaking a study of public school finance problems. Although the impetus for change is coming from the courts, the real work is being accomplished by the governors, legislators, and staff people as they prepare to change the school finance structure in each State. This survey is an attempt to assist in this enterprise by alerting study groups of similar efforts in other States. (Author)

ED 064 778 24 EA 004 428

Mahan, James M.

How To Plan a Curriculum Demonstration Day.

Eastern Regional Inst. for Education, Syracuse, N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—Program-R-107

Bureau No—BR-6-2875

Pub Date Jan 70

Contract—OEC-3-7-062875-3056

Note—52p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Planning, *Demonstration Programs, *Demonstrations (Educational), Educational Innovation, *Elementary School Science, Evaluation, Instructional Materials, *Program Planning, Science Curriculum

This report provides some guidance and materials that could be useful to those considering planning and conducting a curriculum demonstration day in a local school. These materials were used successfully in ERIE's pilot school, and they demonstrate a fully implemented elementary school science curriculum. Included in the document are a checklist of tasks for planning and conducting a demonstration day, sample letters of invitation, sample programs, sample evaluation forms for participants, a followup assessment plan, and a list of outside resources useful in the planning of a curriculum demonstration day. (RA)

ED 064 779 24 EA 004 429

Ritz, William C. And Others

Evaluation of Curriculum Installation. A Series of Related Papers. An Evaluation of a Two-Year Installation of "Science -- A Process Approach."

Eastern Regional Inst. for Education, Syracuse, N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2875

Pub Date Mar 70

Contract—OEC-3-7-062875-3056

Note—84p.; Papers presented at National Science Teachers Association Annual Meeting (1970)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Development, *Curriculum Evaluation, Curriculum Study Centers, *Educational Innovation, *Elementary Science, *Evaluation Criteria, Science Curriculum

This volume contains four papers concerned with various aspects of the implementation and evaluation of a curriculum innovation. The innovative curriculum was developed by ERIE to provide science instruction, based on behavioral objectives, for elementary students. The first paper introduces ERIE's study of the innovation installation. The next two papers provide some positive aspects and some negative facets of the science curriculum. The final paper discusses some factors that determine the relative success or failure of curriculum innovations. (RA)

ED 064 780 EA 004 440

Knezevich, Stephen J., Ed.

Preparation for the American School Superintendency.

National Education Association, Washington, D. C. Commission on the Preparation of Professional School Administrators.

Pub Date 72

Note—93p.

Available from—American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($5.00, quantity discounts)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Administrator Background, *Administrator Education, Administrator Qualifications, Educational Research, Graduate Students, Graduate Surveys, *Inservice Education, *National Surveys, *Professional Training, *Superintendents

This study of administrator preparation covering the period 1969-70 builds on previous AASA-sponsored studies (1962-63). Data were gathered from questionnaires completed and returned by 250 of the 288 institutions surveyed. The report provides information on (1) the history of administrator preparation studies, (2) institutions with graduate preparation programs for the school superintendency, (3) preservice and inservice programs, (4) graduate programs, (5) graduate enrollments, and (6) the faculty. Numerous tables illustrate the findings. (Author/JF)

ED 064 781 EA 004 441

A Demonstration of Incentives in Education.

Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Report No—OEO-Pam-3400-7

Pub Date Feb 72

Note—17p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement Gains, *Educational Experiments, *Incentive Systems, Mathematics Education, *Performance Contracts, *Program Evaluation, Reading Skills

This report describes the methodology and results of the "incentives only" experiments at Mesa, Arizona and at Stockton, California. The incentives only experiment -- one facet of the performance contracting experiment -- involved contracting to provide incentives to teachers and students, rather than contracting with particular private technology firms to provide instructional technique packages. The document reports that, at both Mesa and Stockton, teachers were given about half the maximum amount they could earn in bonuses to purchase incentive rewards for the children, to buy supplementary instructional aids, or to use in any other way they wished. The experiment results indicate that the incentives experiment failed to have any effect on reading and math skill achievement gains for the students in Stockton and in Mesa. A related document is ED 060 546. (JF)

ED 064 782 EA 004 443

An Experiment in Performance Contracting.

Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Report No—OEO-Pam-3400-6

Pub Date Jun 72

Note—236p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Academic Achievement, *Disadvantaged Youth, *Educational Experiments, Evaluation Methods, Federal Programs, Mathematics Education, *Performance Contracts, Program Evaluation, Reading Skills, School Industry Relationship, *Standardized Tests, Statistical Analysis

This report describes the experimental design, presents the contract provisions, and provides conclusions and recommendations. The document is comprised of five chapters that discuss (1) the statistical analysis methods used, (2) the problems of using standardized tests in performance contracting, (3) the contractual procedures between OEO and the 18 school districts and between the school districts and the private firms, (4) an analysis of program costs, and (5) the opinions of school district project managers and those of four of the six participating companies toward the OEO experiment in particular and toward performance contracting in general. A final chapter contains the contractors' statement. The report notes that the results of the experiment indicate that the firms operating under performance contracts did not perform significantly better than did the more traditional school systems. It urges, however, that the results not be interpreted as a blanket finding that educational services and materials should not be purchased under performance-based contracts, nor that private firms cannot provide valuable educational services. This volume includes the more detailed papers that formed the basis for the summary publication (See ED 060 546). (Author/JF)

ED 064 783 EA 004 444

Campbell, Colleen

Voucher Payments and the Public Schools.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No—70-228-ED; LB-15-US-A

Pub Date 14 Sep 70

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Economics, *Educational Experiments, *Educational Finance, *Education Vouchers, *Expenditure Per Student, *Federal Government, School Segregation, State Church Separation, Student Costs

Identifiers—Parochial School Aid

This report presents the case for competition in education, tenders the voucher plan as a means of fostering competition and providing choice in education, and discusses some problems associated with education voucher proposals. Two primary problems -- segregation and church-state conflict -- are given particular attention. The author also examines the OEO study of education vouchers and concludes the report with brief statements concerning Executive and Congressional positions on the voucher issue. (JF)

ED 064 784 EA 004 445

Board Policies on Policy Development. Educational Policies Development Kit.

National School Boards Association, Waterford, Conn. Educational Policies Service.

Report No—Cat-No-72-39

Pub Date Jun 72

Note—29p.

Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit #72-39, 1-3 kits $2.00, quantity discounts

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Administrative Principles, *Board of Education Policy, *Boards of Education, Community Involvement, Guidelines, Legal Responsibility, *Policy Formation, *School Policy, Staff Role, Student Role

This is the 16th in a continuing series of kit-booklets issued to help school boards develop written policies in key subject areas. The material supports the contention that a set of well-defined policies on board policy development and administrative execution of policies reduces the likelihood of trouble and tends to eliminate instant, sloppy, contradictory, dictatorial, or illegal policymaking. This booklet provides samples of policies to encourage thinking in policy terms and to provide working papers to be edited, modified, or adapted to meet local requirements. Subject areas covered include a policy development system, policy drafting, policy adoption, policy dissemination, policy review, administrative rules review, administration in policy absence, suspension of policies, and policy implementation. (Author/JF)

ED 064 785 24 EA 004 456

Vinson, R. B.

The Use of Probability Theory as a Basis for Planning and Controlling Overhead Costs in Education and Industry. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-7-G-032

Pub Date 5 Jun 72

Grant—OEG-1-7-070032-5104

Note—33p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Accounting, Analysis of Variance, *Costs, *Educational Research, Multiple Regression Analysis, Operating Expenses, *Planning, *Probability Theory, *Statistical Analysis

In this report, the author suggests changes in the treatment of overhead costs by hypothesizing that "the effectiveness of standard costing in planning and controlling overhead costs can be increased through the use of probability theory and associated statistical techniques." To test the hypothesis, the author (1) presents an overview of the problem, (2) reviews probability theory,

(3) discusses the selection of the proper empirical probability distribution to be used in the study, (4) uses the normal distribution to develop a cost control chart for dollar costs of manufacturing supplies, and (5) discusses the use of simple linear and multilinear regression and correlation analysis for budgeting overhead costs. (Author)

ED 064 786 EA 004 457
Williams, Jeffrey W. Carpenter, Judy
Education Directory: Public School Systems, 1971-72.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—DHEW-Pub-OE-72-107
Pub Date 72
Note—279p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 1780-1000, $1.25)
EDRS Price MF-$0.65 HC-$9.58
Descriptors—*Directories, Elementary Schools, Instructional Program Divisions, *Public School Systems, *School Districts, School Size, *School Statistics, *School Superintendents, Secondary Schools, Student Enrollment, Surveys, Tables (Data)
This annual directory lists all local agencies providing free public elementary and secondary education in the United States and its outlying areas. The listing includes all systems regardless of size, as well as nonoperating public school districts. The main body of the directory lists, in alphabetical order by State, the local public school systems with the following information for each system: name of unit, superintendent's location, ZIP code, county name, grade span, and enrollment. Also included are (1) summary tables showing the distribution of operating local public school systems and numbers of pupils, by size of system; and (2) a ranking by enrollment of school systems with enrollment of 10,000 and more, listing the name of unit, city and state, and number of pupils. A related document is ED 052 546. (Author)

ED 064 787 24 EA 004 458
McCauley, Brian L. And Others
Evaluation and Authority in Alternative Schools and Public Schools.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—TR-23
Bureau No—BR-5-0252
Pub Date Jun 72
Contract—OEC-6-10-078
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Alternative Schools, *Comparative Analysis, Educational Research, Evaluation, *Power Structure, *Public Schools, Student Teacher Relationship, Task Performance, *Teacher Attitudes, Teacher Education
Identifiers—Autonomy
This study attempted to (1) gather systematic and objective data on the alternative school and (2) identify the perceptions of teachers in both alternative and public schools about the tasks they perform and the parents and students with whom they deal. The study focused on authority structures and processes of evaluation. Data were collected on 24 alternative schools and five public schools by means of observation in the schools and by a questionnaire administered to 200 elementary and secondary teachers. Four teaching tasks were identified: Teaching Subject Matter, Character Development, Maintaining Control, and Record Keeping. Data revealed that there was more emphasis on Character Development in alternative schools and more emphasis on Teaching Subject Matter and Maintaining Control in public schools. Although public school teachers had and desired high levels of autonomy, alternative-school teachers had and wanted higher levels. It was also shown that, although the alternative-school teachers were evaluated more often and received more negative evaluations than public school teachers, for both samples evaluation was infrequent. Both groups believed that training was of little importance for successful teaching, that experience in the classroom was more helpful, and that the personality of the teacher was the most important factor in successful teaching. (Author)

ED 064 788 EA 004 460
Siggers, Kathleen, Ed.
With Justice for All. School Desegregation Bulletin Series.
California Univ., Riverside. Western Regional School Desegregation Projects.
Pub Date Jun 72
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Court Cases, *Court Doctrine, Court Role, *Integration Litigation, *Integration Methods, *School Integration, School Law
This bulletin contains four articles, each by a different author, that present different aspects of the legal questions surrounding school desegregation. The articles begin with a background summary of the important decisions that have led to the present position of the courts, by Roy E. Chapman. Next, J. Harold Flannery discusses implications drawn from these court decisions that can be interpreted to predict future directions that the courts may take. The next article, by Meyer Weinberg, summarizes significant court actions initiated across the country since the President gave his "moratorium" speech on March 16, 1972. The final article, by Thomas A. Shannon, is an attorney's description of the meaning and application of the new California Education Code recently enacted by legislative statute to reinforce the existing California Administrative Code sections on school desegregation. (Author)

ED 064 789 EA 004 461
Report of the Task Force on Compulsory Education.
National Education Association, Washington, D.C.
Pub Date 72
Note—17p.
Available from—Publications Sales Section, National Education Association, 1601 Sixteenth Street, N. W., Washington, D. C. 20036 (Stock No. 381-12002, $.65, quantity discounts)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Adult Education, *Attendance, Curriculum Development, *Curriculum Problems, *Educational Change, *School Attendance Laws, School Districts, School Organization, State Departments of Education, Student Participation, Student School Relationship, Teacher Associations, *Teaching Methods, Universal Education
Identifiers—Educational Reform
This report presents a summary of opinions on compulsory education from a variety of sources, discusses literature on the subject, and provides conclusions and recommendations. Based on study findings, the task force members concluded that while compulsory education is currently not a subject for discussion, compulsory attendance is. In addition, they emphasize that there is a need for a variety of structures and curriculums planned by both educators and students, and they urge that age be considered no barrier to entering or reentering the educational system. The report includes descriptions of some creative approaches to alternatives in education that could provide for the needed variety and assist in the reduction of those unfavorable conditions symptomatic of current school operations. (JF)

ED 064 790 88 EA 004 462
The Operation of a Center for Effecting Educational Change, Fairfax County, Virginia. End of Budget Report.
Fairfax County Schools, Va.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—DPSC-67-3705
Pub Date 24 Dec 69
Note—53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Change, Educational Experiments, *Educational Innovation, Educational Planning, Educational Technology, Evaluation Methods, *Feasibility Studies, Fine Arts, Kindergarten, *Pilot Projects, *Program Evaluation
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
This report provides statistical and narrative data on innovative projects and methods developed in Fairfax County's Center for Effecting Educational Change. These study activities focused on effecting changes in the kindergarten, child study, fine and performing arts, and educational technology programs. A broad outline provides an overview of the objectives and activities for each of the four study areas during the 1967-68 and the 1968-69 school years. Following the outline, specific program evaluations of the kindergarten, child study, and fine and performing arts project areas are reported. A description of the evaluation instruments and an on-site evaluation report are provided in the appendixes. (Author/JF)

ED 064 791 EA 004 463
Conte, Anthony E. Mason, Eugene R.
Merit Pay: Problems and Alternatives. Perspective Series No. 2.
New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.
Pub Date Apr 72
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Differentiated Staffs, *Feasibility Studies, *Merit Pay, Models, Personnel Policy, *Rewards, *Salary Differentials, Teacher Employment, *Teacher Salaries, Teacher Welfare
Identifiers—Compensation
This document, the result of research conducted to resolve some of the confusion surrounding the question of merit pay, synthesizes information and professional opinion about teacher compensation. The material is presented in two major sections, one devoted to the concept of merit pay and the other to a discussion of alternative methods of rewarding outstanding teachers. Within the concept of merit pay are discussed (1) three major additional compensation provisions, (2) merit provisions in historical perspective, (3) principles of merit pay plans, (4) procedures for merit rating and/or evaluation, (5) pro and con arguments regarding merit pay programs, and (6) some successes and failures of merit pay plans. The differentiated teaching staff approach, the teacher incentive plan, and the approved staff plan are examined in depth in a section on alternative reward methods. Study findings reveal that (1) careful teacher preparation and training (implying improvements in the college programs for training new teachers) is necessary before a school can handle the technical and human relationship problems inherent in a thoroughgoing merit program; (2) a merit salary program is feasible only in school systems that have developed appropriate objective evaluation procedures; (3) teacher morale, a complex of many factors, is not primarily determined by the salary system, be it merit or nonmerit. Two model salary schedules, one proposed salary schedule, and a 19-item bibliography conclude the presentation. (Author/JF)

ED 064 792 EA 004 464
Educational Finance: An ERIC Bibliography.
National Center for Educational Communication (DHEW/OE), Washington, D. C. Educational Reference Center.
Spons Agency—President's Commission on School Finance, Washington, D.C.
Pub Date 72
Note—444p.
Available from—CCM Corporation, 866 Third Avenue, New York, N.Y. 10022 (Cloth, $8.95; Soft Cover, $5.95)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Abstracts, *Annotated Bibliographies, *Educational Finance, Elementary Schools, Financial Needs, *Financial Policy, Financial Problems, *Indexes (Locaters), Secondary Schools
This bibliography is a compilation of all ERIC document citations and abstracts and CIJE citations and annotations relevant to educational finance from the beginning of the ERIC system through July 1971. The scope of the citations included incorporates all those documents bearing descriptors related to educational finance issues associated with the elementary and secondary school program in the United States. Documents concerned with student enrollment, staff compensation, and resource allocations are also included. Documents dealing with financial issues in higher education or education in countries other than the United States are excluded. The material is organized chronologically for ERIC documents (by ED number) and for ERIC journal articles (by EJ number). Both a subject and an author index are provided. The 74 major terms used in

the search are displayed in the introduction. (Author/JF)

ED 064 793 EA 004 465

People, Planning and Budgets. Final Report and Recommendations of the School Effectiveness Project.

National Association of Independent Schools, Boston, Mass.; TDR Associates, Inc., Newton, Mass.

Spons Agency—Edward E. Ford Foundation, New York, N.Y.; George Gund Foundation, Cleveland, Ohio.

Pub Date 72

Note—79p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 ($3.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Budgeting, Cost Effectiveness, *Educational Change, Evaluation Methods, *Human Resources, Operating Expenses, Pilot Projects, *Private Schools, Program Costs, Program Evaluation, *Program Planning

Identifiers—Team Planning

In 1970, boarding school enrollments were leveling off and inflationary tremors beginning to register in the financial seismographs of most schools. Recently, the school survival issue has begun to emerge as a subject for serious open debate and private speculation. This handbook advances the ideas that for shortrun survival, many schools will need to implement more effective use of existing resources; and that to prosper in the longrun, schools will need to change their present education modes and organization patterns. To those ends, this document addresses itself to describing more effective use of financial and human resources, providing an orderly approach to introducing changes geared to the needs and opportunities of individual schools, suggesting more creative avenues of group functioning, explaining the importance of exploring diverse alternatives before decisionmaking, and providing suggestions for improving educational and financial effectiveness. More specifically, the document material provides an 8-step plan for selecting, initiating, implementing, and evaluating a change program; discusses ways to make planning teams more responsive to the human environment; provides a method whereby an administrator can compare his expense pattern to the average independent school pattern; analyzes the nature and uses of program budgeting; suggests factors to be considered in developing and implementing a program budget; and provides decisionmaking bases for headmasters considering program budgeting adoption. (Author/JF)

ED 064 794 24 EA 004 469

Dyer, James S. And Others

Utility Functions for Test Performance.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—CSE-78

Bureau No—BR-6-1646

Pub Date Jun 72

Contract—OEC-4-6-061646-1909

Note—34p.; Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Curriculum Planning, Decision Making, Educational Objectives, *Educational Research, *Elementary Schools, National Surveys, *Principals, Speeches, Standardized Tests, *Statistical Analysis, Test Results

This speech discusses a utility function estimation procedure developed to provide curriculum planning information to elementary school principals. The administrator's utility (or preference) function was defined based on the performance of his students on a nationally standardized examination in a particular curriculum goal area. Both theoretical and empirical studies were performed to evaluate the procedure. The instrument used in this study was a mailed questionnaire administered to a national sample of elementary school principals. The results of using data gathering from a national sample of principals are presented. According to the author, study findings regarding the utility functions could be used to rationalize the selection of particular curriculum goal areas (e.g., word comprehension) for relative emphasis and the process of using this information could also improve the principal's insight and eventual decision. (Author)

ED 064 795 EA 004 470

Parnell, Dale

Minimum Standards for Student Conduct and Discipline, Including Suggested Guidelines and Model Codes. Oregon Administrative Rules 21-050 – 21-085.

Oregon State Board of Education, Salem.

Pub Date 12 May 72

Note—16p.; Standards adopted by the Oregon State Board of Education May 12, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attendance, *Behavior Standards, *Conduct, Discipline, *Discipline Policy, Dress Codes, Freedom of Speech, Motor Vehicles, School Policy, Search and Seizure, Smoking, *State Standards, *Student Behavior, Student Records, Student Rights

The guidelines and codes in this booklet were written to assist teachers and administrators strengthen their positions in times of legal and social confusion and in the face of challenges to administrative and staff authority. Model codes are provided for student (1) assembly, (2) dress and grooming, (3) motor vehicles, (4) search and seizure, (5) attendance, (6) freedom of expression, (7) tobacco use, (8) physical discipline, (9) records, (10) suspension and expulsion, and (11) for nonstudent loitering. (Author/JF)

ED 064 796 EA 004 471

School Finance Reform in Michigan - 1971. Interim Report.

Michigan State Executive Office, Lansing. Bureau of Programs and Budget.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No—TR-C1-b

Pub Date Apr 72

Note—175p.; Comprehensive Planning Assistance Project Michigan P-319

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Costs, *Educational Finance, Equal Education, *Equalization Aid, Expenditure Per Student, Operating Expenses, *Property Taxes, *School Taxes, State Action, *State Aid, State School District Relationship, Tax Rates, Tax Support, Teacher Salaries

In 1969, the governor made a series of recommendations to the Legislature and to the people of Michigan regarding changes in the method of funding elementary and secondary schools. The current system, which relies heavily on the local property tax, has produced sizable inequities of educational opportunity among the children of the State. Since several courts, both State and Federal, have questioned the constitutionality of similar systems of financing schools, a greater sense of urgency has surrounded the consideration of these recommendations. The proposals fall into the two major areas of (1) a constitutional amendment that would shift the reliance of school operational funding from the local property tax to a system of State taxation, and (2) a different system of allocating funds to local school districts that would better equalize educational opportunities for students. This report is a compilation of statements regarding these proposals. The document also includes the proposed constitutional amendment, draft legislation, a computer simulation of the distribution proposal impact, and an analysis by a nongovernmental agency. (Author)

ED 064 797 EA 004 472

Carlson, Richard O.

School Superintendents: Careers and Performance. Merrill Educational Administration Series.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Bureau No—BR-5-0217

Pub Date 72

Contract—OEC-4-10-163

Note—157p.

Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($5.95)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Administrator Background, *Administrator Characteristics, Administrator Education, Administrator Qualifications, *Administrator Selection, Behavior, Board Administrator Relationship, Boards of Education, *Career Choice, Educational Innovation, Performance, *Superintendent Role, *Superintendents

In this report, the author analyzes the career of superintendents from the dual perspective of (1) the men as they trace out a career in the superintendency and (2) the job at the center of interest. The material first focuses on the characteristics of those who enter the occupation; their sources of occupational motivation and action; their career decisions, orientations, and styles; and the features of their occupation social structure. The author then draws operational contrasts, from superintendent to superintendent, as differing types of superintendents assume the post. As he expounds on the contrasting features of various superintendencies, the author explores the circumstances that lead to the selection of one type or the other; and how certain career factors influence the performance of the superintendent in relating to the staff, in the creation of work rules, and in the adoption of educational innovations. The report concludes with an examination of the impact of career and performance factors on length of stay in office and how the performance of one executive affects the choice of his successor. (Author)

ED 064 798 EA 004 473

Mink, Oscar G.

Supervision and Performance Objectives.

Ohio State Dept. of Education, Columbus.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 11 Nov 71

Note—19p.; Paper presented at Supervision of Instruction Symposium 1: Performance Objectives and the Supervisor (November 11, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Achievement Tests, *Behavioral Objectives, *Course Objectives, Criterion Referenced Tests, Curriculum Planning, Evaluation, *Instructional Improvement, School Supervision, *Supervision, *Systems Approach

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This paper argues that the technology of the systems approach to instruction (using performance objectives) demands a "rules" or structured organizational climate in which high productivity will most likely result from detailed supervision. The author focuses, albeit briefly, on performance as a function of the interaction between supervisory style and organizational climate. He argues that performance objectives are in integral of the systems approach to instruction, which is a highly sophisticated process with carefully defined logic and procedures. The introduction of performance objectives and the concomitant systematizing of instruction produces more structure and rules than is normally the case in teaching, which therefore requires more detailed supervision. Within this context, the paper (1) discusses the need for close supervision in employing the systems approach to instruction, and (2) outlines some of the essential elements in the supervision of instruction using performance objectives. (Author)

ED 064 799 EA 004 474

Amidon, Edmund

Interaction Analysis and Supervision.

Ohio State Dept. of Education, Columbus.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 27 Jan 72

Note—9p.; Paper presented at Supervision of Instruction Symposium 2: Observation Systems and the Supervisor (January 27, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, *Classroom Observation Techniques, *Instructional Improvement, *Interaction Process Analysis, *Microteaching, Student Teacher Relationship, Supervisors, Teacher Behavior, *Teacher Education, Teacher Supervision, Teaching Quality, Teaching Skills, Teaching Techniques

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This paper describes a model that uses interaction analysis as a tool to provide feedback to a teacher in a microteaching situation. The author explains how interaction analysis can be used for teacher improvement, describes the category system used in the model, the data collection methods used, and the feedback techniques found in the model. (JF)

ED 064 800 EA 004 475
Galloway, Charles M.
The Nonverbal: An Approach for Supervisors.
Ohio State Dept. of Education, Columbus.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 27 Jan 72
Note—24p.; Paper presented at Supervision of Instruction Symposium 2: Observation Systems and the Supervisor (January 27, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Observation Techniques, Educational Research, *Interaction Process Analysis, Lesson Observation Criteria, Microteaching, Nonverbal Ability, *Nonverbal Communication, Observation, Student Teacher Relationship, Supervisors, Teacher Administrator Relationship, *Teacher Behavior, *Teacher Supervision, Video Tape Recordings
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
This report emphasizes the importance of nonverbal behavior as a teacher-student relationship language and discusses some observation instruments designed to provide feedback to teachers on their nonverbal behavior. According to the report, nonverbal behaviors provide the primary vehicle for expressing emotion and leakage channels that are difficult to control or to censor; and nonverbal cues function as qualifiers in the form of metacommunicative messages to indicate how verbal statements ought to be understood. It is the supervisor's responsibility to share with the teacher his observations of this nonverbal behavior. The report notes that teachers tend to be defensive about observations with which they disagree, and that observations and evaluations of nonverbal phenomena seem to dramatize these value differences. According to the author, the utility of the observation system, the validity of which both supervisor and teacher agree upon, is that it removes the difficulty of value differences. (JF)

ED 064 801 EA 004 476
Medley, Donald M.
Supervisor Use of Observation Systems.
Ohio State Dept. of Education, Columbus.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 27 Jan 72
Note—10p.; Paper presented at Supervision of Instruction Symposium 2: Observation Systems and the Supervisor (January 27, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Observation Techniques, Educational Research, *Interaction Process Analysis, Lesson Observation Criteria, *Observation, Student Teacher Relationship, Supervisors, *Teacher Behavior, *Teacher Supervision
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Observation Schedule Record, OScAR 5V
This paper discusses the supervisory use of one observational system -- Observation Schedule and Record, Form 5V (OScAR 5V). OScAR 5V refers to a series of observation schedules to develop techniques for obtaining an objective, quantitative record of observed classroom behavior that could be scored on dimensions of teacher behavior. Under this system, the observer would and should have no idea as to what the instrument is supposed to measure, his only task being to record what he sees. Taking a pupil's point of view and adopting his kind of discriminations, the observer draws only those inferences a pupil might draw about the meaning of what is said. Such inferences might include whether the teacher is telling the pupil something he should learn and remember; whether he is asking a question the pupil is supposed to answer; or whether the teacher is looking for a certain answer he has in his head. The observer records the behavior on a machine-scorable or optical scanning form. (JF)

ED 064 802 EA 004 477
Hartley, Harry J.
PPBS: A Systems Approach to Educational Accountability.
Ohio State Dept. of Education, Columbus.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 13 Apr 72
Note—19p.; Paper presented at Supervision of Instruction Symposium 3: Accountability and the Supervisor (April 13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Budgeting, *Cost Effectiveness, Curriculum Design, *Curriculum Planning, Educational Accountability, Instructional Innovation, Management Systems, *Program Budgeting, *Program Planning, *Resource Allocations
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, PPBS, Program Planning Budgeting System
This paper identifies the curricular-instructional implications of PPBS. The author (1) describes the purposes of PPBS, (2) proposes a feasible implementation strategy for local schools, (3) identifies potential pitfalls that should be avoided, (4) formulates a possible role description for supervisors, (5) identifies local schools using PPBS, and (6) summarizes the current national status of PPBS in education. (Author/JF)

ED 064 803 EA 004 478
McNeil, John D.
Supervision of Instruction: The Relationship of Theory and Practice to Accountability.
Ohio State Dept. of Education, Columbus.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 13 Apr 72
Note—7p.; Paper presented at Supervision of Instruction Symposium 3: Accountability and the Supervisor (April 13, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Conferences, Course Objectives, Decision Making, *Educational Accountability, Supervisors, *Teacher Evaluation, *Teacher Supervision, *Teaching Methods
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Teacher Performance Tests
The information in this paper aims at providing assistance to those supervisors who design accountability plans. The author (1) analyzes the frequently overlooked distinctions needed to be made in considering accountability plans; and (2) discusses the more recent tools for implementing teacher accountability. Some distinctions presented include the differences between process and product accounting and the difference between types of actions that can be taken by a supervisor should it be discovered that the expectations for teacher advancement of student learning growth are not being met. Two innovative tools discussed in the report are the supervisor-teacher preinstructional conference and a teacher performance test. (JF)

ED 064 804 EA 004 479
Shannon, Thomas A.
Evaluation of School Personnel.
Pub Date Jun 72
Note—15p.; Speech given before Kansas Association of School Boards Annual School Law Conference (3rd, Topeka, Kansas 2-3, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Educational Accountability, *Educational Legislation, Legal Problems, *Legal Responsibility, Personnel Management, State Legislation, *Teacher Evaluation, *Tenure
This speech examines the legal aspects of the California "Stull Bill," which governs the evaluation of public school teaching and administrative personnel. The author discusses the impact of the Bill on both teacher tenure and teacher evaluation and suggests that the teacher evaluation section has far more impact than does the teacher tenure section. (JF)

ED 064 805 24 EA 004 490
Walker, William G.
Centralization and Decentralization: An International Viewpoint on an American Dilemma. A Special CASEA Report.
Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-5-0217
Pub Date Jan 72
Contract—OEC-4-10-163
Note—27p.
Available from—Publications Department, CASEA, University of Oregon, Eugene 97403 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Centralization, *Decentralization, *Educational Research, Governance, Organizational Change, *School District Autonomy, State School District Relationship, *Theories
This report outlines the history of the centralization-decentralization dilemma in the goverance of organizations, discusses two types of centralization-decentralization continua, and suggests further research. The first type of continuum discussed -- the traditional American -- refers to decisionmaking in the areas of public debate and partisan politics, involving citizen representation in policymaking through the medium of elections for legislatures, boards, and officials. The second continuum type -- the Australian model -- refers to the process of decisionmaking by administrative officers to whom responsibility is delegated by a school system. The author discusses the many international variations of these two types and then presents arguments for the preservation of the American model. (Author/JF)

ED 064 806 EA 004 493
Borowsky, George And Others
Yellow Pages of Learning Resources. Resources Directory Area Code 800. Open for Learning.
Group for Environmental Education, Philadelphia, Pa.
Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.
Pub Date 72
Note—94p.
Available from—MIT Press, Massachusetts Institute of Technology, Cambridge, Massachusetts 02142 ($1.95)
Document Not Available from EDRS.
Descriptors—Adult Education, *Community Resources, Community Services, Cultural Activities, *Directories, Educational Innovation, *Educational Resources, *Field Experience Programs, Group Instruction, *Municipalities, Occupational Information, Self Help Programs, Technical Occupations, Telephone Communication Systems
This book is concerned with the potential of the city as a place for learning. Discovery of the city is facilitated by a catalogue of 70 alphabetically arranged categories made up of (1) people (28 entries, ranging from butcher to psychologist); (2) places (29 entries, from city Hall to zoo); and (3) processes (13) entries from candymaking to weather forecasting). For each entry there are some descriptive statements, suggestions of how to explore the particular resource, a series of questions, and sometimes a personal report. The design of the book imitates the yellow pages of the telephone directory. However, the intent is to draw the reader into the environment, to provide contact with many different kinds of people, to teach the "what, where, why, and how" to-do of all kinds of things going on in the real world, and, unlike the real yellow pages, to let the head do the thinking, the eyes do the seeing, and the feet do the walking. (Author)

ED 064 807 24 EA 004 496
Smith, James C., Jr. Crittenden, William B.
A Performance Test of a Curriculum Guides Using Behavioral Objectives and Structural Sequencing. Final Report.
Houston Baptist Coll., Tex.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-I-F-026
Pub Date 30 Jun 72
Contract—OEC-6-71-(509)
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement Gains, *Behavioral Objectives, *Curriculum Guides, Curriculum Research, Educational Experiments, Elementary School Students, Evaluation Methods, *Music Education, Music Teachers, *Sequential Approach, Sequential Programs, Student Participation

This document describes a project designed to test the effectiveness of an elementary school music curriculum guide that contained behavioral objectives and structural sequencing compared to a "traditional" guide. More than 3200 5th and 6th grade pupils taught by 56 teachers in the Houston, Texas, Independent School District participated in the program. A pretest-posttest research design was used to measure pupil achievement, and an instrument was designed for teacher evaluation of music curriculum guides. Results of the performance test showed that pupils using the behavioral objective-structural sequencing guide made almost twice the achievement gains during one academic year than did pupils using the traditional guide. In addition, teacher responses indicated that their perceptions of the degrees of pupil participation in "listening" and "physical movement" in the experimental model were significantly greater than those of control teachers. No differences in pupil participation in "singing" and "creative activities" were noted. Experimental teachers indicated significantly higher evaluations of and preferences for the new guide. (Author)

ED 064 808 24 EA 004 497

Kreitlow, Burton W.

Evaluating the Influence of Change Agent Teams on the Order of Change Processes of School Systems: A Test of the Model for Educational Improvement. A Report.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TR-214

Bureau No—BR-5-0216

Pub Date Feb 72

Contract—OEC-5-10-154

Note—27p.; Report from the project on Models for Effecting Planned Educational Change

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Personnel, *Change Agents, *Educational Change, *Educational Improvement, Educational Innovation, Educational Research, *Models

Identifiers—*Change Agent Teams

Project objectives aim at developing and testing organizations that facilitate research and development activities in the schools; and at developing and testing the effectiveness of the means whereby schools select, introduce, and utilize the results of research and development. The Model for Educational Improvement is a theoretical construct that combines some well-known elements of the change process in a new configuration. The model deals with both the external factors and the internal structure of a school system and demonstrates the route through which an innovation moves toward adoption. This part of the investigation deals with school systems using change agent teams as a vehicle for educational improvement and compares them to other school systems without such teams. Findings revealed little evidence that the presence of change agent teams made any difference in perception, emphasis, responsibility, or influence in relation to the improvement process in a school system. Of special concern was the ancillary finding that school staffs have limited knowledge of the process of adoption in their own school system. This finding was identified as the "level of ignorance" and showed that from 32-73 percent of the staff knew little of the process by which a major innovation was adopted in their own school system. (Author)

ED 064 809 24 EA 004 500

Curtis, William H. And Others

The Further Development of the Conceptual Model and Operational Dimensions of the AASA National Academy for School Executives. Final Report.

American Association of School Administrators, Washington, D.C. National Academy for School Executives.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-9-0408

Pub Date Jul 72

Grant—OEG-0-9-180484-4265(010)

Note—233p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Administrative Personnel, *Administrator Education, Educational Needs, Educational Objectives, Evaluation Methods, Facility Requirements, *Inservice Education, Models, Program Design, *Program Development, Program Evaluation, *Program Planning

Identifiers—AASA, National Academy for School Executives

The main purpose of this project was to develop a blueprint for the future growth of the AASA-National Academy for School Executives. The resulting comprehensive model is displayed in outline form through the use of a conceptual framework that includes three major processes – program planning and development, implementation, and evaluation. Each of these processes is comprised of a series of activities that may serve as guidelines for further program development, implementation, and assessment. The program planning and development process includes activities indigenous to basic planning --i.e., needs assessment, resource identification, goal preparation, program priority determination, and the ultimate selection of programs. The implementation process relates primarily to the management and operation of programs and services. Implied in the implementation process is the fact that facilities planning and development will also be a part of this procedure. The evaluation and revision of Academy programs are the major activities of the evaluation process. (Author)

EC

ED 064 810 EC 042 250

Glassman, Lynne, Comp. Erickson, Donald, Comp.

A Selected Guide to Government Agencies Concerned with Exceptional Children.

Special Education IMC/RMC Network, Arlington, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 72

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Agencies, *Directories, *Exceptional Child Services, Gifted, *Government Role, Handicapped Children, *National Programs, Regional Programs

The selected guide to government agencies involved with exceptional children is based on data available as of April, 1971. (For a companion guide, see EC 042 251.) For each agency listed, the following information is provided where applicable: agency name, a brief explanatory statement about the agency and its responsibilities, center and director address, telephone number, region served, operational centers, planning centers, evaluation centers, and training centers. Coverage of the Special Education Instructional Materials Center/Regional Media Center Network include the Network office, Special Education Instructional Materials Centers, Regional Media Centers, and associate centers. Listed next is the United States Office of Education (USOE), Bureau of Education for the Handicapped Sponsored Programs, which includes various centers. Other USOE programs noted are the Bureau of Educational Personnel Development and the National Center for Educational Research and Development Sponsored Programs. Additional Department of Health, Education and Welfare Programs for the Handicapped mentioned are Social Rehabilitation Services and Public Health Service. Entered last are executive committees and the President's Task Forces. (CB)

ED 064 811 EC 042 255

Segal, Julius, Ed.

Mental Health Program Reports - 5.

Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date Dec 71

Note—397p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.75)

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Child Abuse, Disadvantaged Youth, Drug Abuse, *Emotionally Disturbed, *Exceptional Child Education, Feedback, *Mental Health, Mental Health Clinics, Physiology, Program Descriptions, *Research Projects, *Services

The volume is reported to reflect the broad range of National Institute of Mental Health activities in areas of research, development of mental health manpower, and delivery of mental health services. Twenty papers examine, respectively, relationship of life histories and biochemistry of siblings and twins to schizophrenia, training of Navaho medicine men, development of intelligence in babies, studies of child abuse and infant accidents, community mental health center in Appalachia, educating new leaders via Operation Hope, manner in which social organization of animal communities can lead to a population crisis destroying them, community mental health center in the San Francisco westside, nonprofessionals serving aged public housing tenants, nursery schools in service of mental health, followup survey of long term effects of lysergic acid diethylamide, preschool program for disadvantaged children, infant stimulation as part of well baby care in a disadvantaged area, mental illness and competency to stand trial, studying consciousness with physiological feedback technique, voluntary control of internal states, asymmetry of human brain and implications for training, controlling brain functions, controlling autonomic functions, and drug abuse. (CB)

ED 064 812 EC 042 299

Curriculum Guide for Preprimary Hearing-Impaired Children 3-6 Years of Age.

Minnesota State Dept. of Education, St. Paul.; Minnesota Univ., Minneapolis.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Grant—OEG-0-9-330322-4538(618)

Note—346p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Articulation (Speech), *Aurally Handicapped, Child Development, *Curriculum Guides, *Early Childhood, *Exceptional Child Education, *Language Development, Reading

The lengthy and detailed curriculum guide is said to form a basis for stimulating development of the young hearing impaired child (age 3 to 6 years) in all aspects of growth. The systematic presentation of the content is thought to help the child integrate into his whole personality the oral communication skills that permit him to function in his environment. Initial topics presented in the guide are educational goals and support factors; neurological and motor, cognitive and emotional-social development of child, aged 30 to 36 months and of child aged 3 to 6 years; and the cognitive approach according to Jean Piaget, modified for pre-primary hearing impaired children. The first curricular unit contains nursery level through grade one activities on expanding concepts through social studies and science. Examined next are the sequential stages in the development of language. The second major unit focuses on developing concepts and skills in reading. Discussion of sequential stages in the development of mathematic concepts then follows. A short section on the sequential stages in the development of speech precedes the unit on dimensions of speech development for the hearing impaired. A brief section on auditory training concludes the guide. (CB)

ED 064 813 EC 042 300

National Training Institute on Special and Technical Secretarial Occupations for the Blind (Chicago, Illinois, May 19-22, 1971).

Hadley School for the Blind, Winnetka, Ill.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 71

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conference Reports, Employer Employee Relationship, Employment, *Employment Opportunities, *Exceptional Child Services, *Job Skills, *Nonprofessional Personnel, *Visually Handicapped

Summarized are the proceedings of a 4-day institute on career opportunities for visually handicapped secretaries. The proceedings are presented in the form of official minutes. General topics briefly mentioned include basic and interpersonal skills thought to be necessary for successful visually handicapped secretaries, psychological testing, educational needs of secretarial training, job placement, community involvement, employer attitudes; different kinds of secretaries, office aids for the visually handicapped, a research project and a laboratory-

demonstration school, the prospective employee's good will, education of employers concerning competencies of visually handicapped secretaries, image of blindness, and the hesitant employer. (CB)

ED 064 814 EC 042 345
Jordan, Thomas E.
Development and Disability at Age Four: A Prospective Longitudinal Study.
Central Midwestern Regional Educational Lab., St. Ann, Mo.; Missouri Univ., St. Louis.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—TR-9
Bureau No—BR-6-2875
Pub Date 72
Contract—OEC-3-7-062875-3056
Grant—OEG-0-70-1204(607)
Note—127p.
Available from—Cemrel, Inc., 10646 St. Charles Rock Road, St. Ann, Missouri 63074
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Biological Influences, Cognitive Development, *Disadvantaged Youth, *Exceptional Child Research, Longitudinal Studies, Lower Class, Motor Development, Physical Development, *Preschool Children, *Socioeconomic Influences

The report was explained to be one in a series of products designed to provide an inferential base for planning instructional strategies. Considered were biological and socially adverse states around birth and measures of attainment in three domains at the end of the preschool years. Early child development was first reviewed. The preschoolers examined were the 1966 cohort of 1008 infants who were 50% biological risk and 50% nonrisk. Criteria for selection of experimental subjects were disorders of pregnancy and gestation, delivery, neonatal effects, and any combination of these. It was hypothesized that the four categories of early developmental risk and social class were significant influences on child growth as measured in physical, motor, and cognitive domains at four ages of 36, 42, 48, and 54 months. The statistical model employed was multiple linear regression. Regressive models of development were compared. Predictors and criteria for each of the four ages were reported. The models were found to vary considerably in their capacity to account for criterion variance. Results showed that at 36 months, consideration of the three domains of development indicated that cognitive attainment was most predictable, and that at the later ages, social class was usually more influential than biological risks on cognitive attainment. (CB)

ED 064 815 EC 042 346
Pedrini, Bonnie C. Pedrini, D. T.
Operant Conditioning for Special Educators.
Nebraska Univ., Omaha.
Pub Date 72
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, Computer Assisted Instruction, *Disadvantaged Youth, *Exceptional Child Education, Low Income Groups, *Operant Conditioning, Programed Instruction

The paper briefly explains operant conditioning as it pertains to special educators. Operant conditioning is thought to be an efficient method for modifying student behavior. Using the B. F. Skinner frame of reference, operant conditioning is said to include behavior modification and therapy, programed instruction, and computer assisted and computer managed instruction, each of which is briefly defined in outline form. A life experiences approach to operant conditioning is advocated for the low income groups and the disadvantaged. Three source materials in programed instruction and computer assisted instruction are then noted. (CB)

ED 064 816 EC 042 347
Zehrbach, R. Reid And Others
Paraprofessional Educator Manager: A New Professional Role in Early Childhood Education.
Illinois Univ., Urbana. Inst. of Research for Exceptional Children.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date [72]
Contract—OEC-6-10-235
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Policy, *Administrator Role, *Early Childhood Education, *Educational Programs, Models, Nonprofessional Personnel, *Teacher Aides, Teacher Supervision

Described is the development of the Paraprofessional Educator Manager (PEM) Model and the role of the PEM in early childhood education. Various studies are first cited to show that individuals other than trained teachers can stimulate the intellectual development of preschool children. The PEM model is thought to provide for the greatest integration of positively oriented activities at home and at school at the lowest cost possible. The model is also said to provide a training ground for the upgrading of adults as well as children. The PEM is explained to supervise paraprofessional teacher aides and paraprofessional home visitors who attempt to coordinate the classroom and home learning environments. The role of the PEM is shown to require him to retrain, plan, organize, supervise, and integrate the activities of eight paraprofessionals working with 48 children and their families. Implementation of the model and training of the PEM are then briefly noted. (CB)

ED 064 817 EC 042 349
Urie, Robert M. And Others
Student Aides for Handicapped College Students. Final Report and Manual.
Saint Andrews Presbyterian Coll., Laurinburg, N.C.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.
Pub Date Jul 71
Note—171p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Achievement, *College Students, Demonstration Projects, *Exceptional Child Research, Guidelines, *Physically Handicapped, Statistical Data, *Student Adjustment, Student Participation, *Student Volunteers

The stated purpose of the project was to demonstrate that the use of student aides to assist selected physically handicapped students in the college setting, in conjunction with special physical facilities and individual counseling sessions for both the physically handicapped and the student aides, would result in a more satisfactory academic, physical, psychological, social, and vocational adjustment for both groups than would have otherwise been expected. The first part of the report presented the overall study, while the second part consisted of a manual for student aides and administrators of similar programs. The sample consisted of 29 male handicapped, 32 male aides, 33 female handicapped, and 72 female aides. Results showed that participants, when compared to general college students at the college, made better academic records and had a lower attrition rate. Most participants were reported to have found meaningful vocational placement which was related to their measured vocational interest profiles. It was concluded that student aides appeared to make a positive contribution to the total educational process for physically handicapped students, and that the aide role had no negative effects on the aides' own progress. (CB/Author)

ED 064 818 EC 042 350
Roberts, Jean Federico, John V.
Hearing Sensitivity and Related Medical Findings Among Children - United States.
National Center for Health Statistics (DHEW), Rockville, Md.
Report No—DHEW-HSM-72-1046
Pub Date Mar 72
Note—77p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.70)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Anatomy, Auditory Perception, *Aurally Handicapped, *Childhood, Demography, *Exceptional Child Research, *Incidence, *Medical Evaluation, Physical Examinations, Statistical Data

Based on findings from the Health Examination Survey of 1963-65, estimates were reported on the prevalence of abnormal conditions of the ear, nose, and throat and the relation of these various abnormalities to hearing sensitivity of noninstitutionalized children aged 6 to 11 years old in the United States. A total of 7,119 children participated in the examination and were thought to be closely representative of the child population from which they were drawn with respect to age, sex, race, region, and other available demographic and socioeconomic variables. Major findings were reported to include: from the otoscopic examination, approximately 20% of the children were found to have some abnormality in at least one of their eardrums; enlarged tonsils touching at the midline were found among more than 1% of the children; one child in five was found to have some obstruction or defect of the nose; and children with abnormalities of their eardrums were found to have reduced hearing sensitivity, on the average, at all the test frequencies. Comparison of the results with a 1958-60 study among Pittsburgh, Pennsylvania, school children 5 to 14 years of age was made. The majority of the report consisted of 31 detailed tables of statistical data. (CB)

ED 064 819 EC 042 351
Bryan, Dorothy
Guide for Parents of Pre-School Visually Handicapped Children.
Illinois State Office of the Superintendent of Public Instruction, Springfield.
Pub Date [72]
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agencies, Child Development, *Exceptional Child Education, *Guidelines, Parent Attitudes, *Parent Education, *Preschool Children, *Visually Handicapped

Written as a guide for parents of preschool visually handicapped children, the booklet provides background information and some basic facts thought to be necessary to help the child grow into a happy, well-rounded and successful adult. Guidelines are presented concerning the following: the need for positive parental attitudes toward the young baby, the need for a routine sleeping habit, the need to develop regular eating habits, the need to help and encourage the child in his attempts to sit and crawl, helping the child learn to walk, toilet training, learning to dress and undress, the need for the same kinds of toys and play as the normal child, the need for special efforts to provide the child with activities and behavior experiences that the normal child acquires without much effort, and school readiness. Then follow two listings, one of 48 Illinois agencies and one of 22 national agencies serving visually handicapped persons. Information provided on the agencies includes complete name, address, telephone number, and a short paragraph describing the service. (CB)

ED 064 820 EC 042 352
The Handicapped Child in Our Community.
Howard County Commission for Handicapped Children, Ellicott City, Md.
Pub Date Apr 72
Note—87p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agencies, *Educational Needs, *Exceptional Child Research, *Handicapped Children, Incidence, Program Effectiveness, *Services, Surveys
Identifiers—*Maryland

In order to review problems of handicapped children in Howard County, Maryland, and to provide comprehensive services for handicapped children, two surveys were conducted and a model county plan was provided. A county-wide census survey was conducted to determine the numbers and types of handicapped children in the county. Selected questions pertained to family size, type of dwelling, location of nearest school, education of parents, availability of family doctor, type of handicapped, educational problems, current cost of education to parents, and use of medication. Major findings were that boys showed a greater incidence of handicaps than girls, that incidence of more than one handicapped child in a family was high, that parents thought their children needed more help in school, that annual costs to parents ranged from $50 to $4,000, and that almost 10% of the handicapped children took medication. A survey of 25 service agencies was also conducted to assess the programs available to handicapped children in the county and the additional services needed. A general finding was that few agencies considered the entire needs of the children, such as his physical, mental, emotional, and social well-

being. Twenty recommendations were then listed for improving services, based on the principle of normalization. (CB)

ED 064 821 EC 042 374

Our Human Resources Indiana Mental Retardation Residential Services Planning Project. Final Report.

Indiana State Dept. of Mental Health, Indianapolis. Div. of Mental Retardation.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Jun 72

Note—143p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Community Role, *Exceptional Child Services, Guidelines, Hospitals, *Mentally Handicapped, *Residential Care, Services, *State Programs, State Surveys

Identifiers—*Indiana

The report is said to provide a plan for meeting the total needs (educational, personal, and vocational) of the mentally retarded for both service and residential living in Indiana. The plan proposes to bring the state hospital and community closer together and to offer several options that include the natural, foster, and small group home and the state hospital. Explanation of planning organization includes mention of Indiana Mental Health-Mental Retardation Planning Commission, Indiana Association for Retarded Children, and project administration. Program plan is reported to involve identification of problem, use of quantified objectives to overcome problem, establishment and implementation of plan, and evaluation periodically. Also covered in the report are statement of philosophy, residential models serving as alternatives to natural home, establishment and administration of demographic inventory of mentally retarded population, analysis of family care program, licensure of residential facilities, legislation, community education and participation, and recommendations concerning implementation of project plan, government agencies, family care, licensure, and legislation. Appended are papers pertinent to program plan, survey, family care, licensure, legislation, and guidelines. (CB)

ED 064 822 EC 042 375

Schwab, Lois O.

Proceedings of Training Institute for Rehabilitation Teachers of the Blind Teaching the Newly Blinded Homemaker (Lincoln, Nebraska, July 12-17, 1970).

Nebraska Univ., Lincoln. Dept. of Home Economics Education.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Aug 70

Note—58p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conference Reports, *Home Economics, Institutes (Training Programs), Lesson Plans, *Rehabilitation, Services, *Special Education Teachers, *Visually Handicapped

The proceedings are composed of nine papers that discuss different aspects of the rehabilitation teacher of the blind in his effort to teach the newly blinded homemaker. The introductory paper explains briefly the way in which different sources work together toward rehabilitating the blind homemaker. The following three papers then discuss, in turn, the future vocational opportunities for the blind, the relationship of the rehabilitation teacher and the home economist, and the rehabilitation teacher and future services to the blind. Then follow subject matter outlines for teaching food preparation, home management, meal planning, food buying and storage, textiles, clothing, and grooming. A copy of the institute program and schedule is included, with a short description of three films shown at the institute film theater. Then listed and clarified are 14 needs and rights of the newly blinded homemaker concerning topics such as emotional treatment, rehabilitation program, community resources, family role, help from sighted persons, individuality, personal needs, free time, security, and recognition for success. The final paper focuses on Illinois' experience with the extension home economist. Appended are seven papers related to the institute. (CB)

ED 064 823 EC 042 376

Mossman, Marshall L., Ed.

A Program for Training the Student with Special Needs.

Genesee Area Skill Center, Flint, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date Jun 72

Note—113p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Curriculum, Educational Programs, *Exceptional Child Education, *Mentally Handicapped, *Physically Handicapped, *Program Descriptions, *Vocational Education

The booklet is reported to be designed for use as a source book by individuals concerned with establishing special needs vocational education programs to train mentally and physically handicapped students in semi-skilled occupations. General considerations presented cover the goal of releasing human potential, overall objectives of the program, psychological guidelines relating to knowing the child, readability of the textbook, curriculum guidelines, and evaluation procedures. Curriculum areas then included are health occupations, landscaping, graphic arts, plant maintenance, welding, driver education, small engine mechanics, domestic appliance repair, business occupations, auto mechanics, and auto body mechanics. Usually provided for each curriculum entry are a course description, listing of performance objectives, course outline, and operational notes. Concluding information concerns student personnel services, placement and program counselor, and psychologist. Appended are a chronology of the special needs program and operational forms. (CB)

ED 064 824 EC 042 377

Bloomer, Mary And Others

We Serve the Special Child - Special Education.

Oklahoma City Public School System, Okla.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 71

Note—43p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Philosophy, *Educational Programs, Elementary Education, *Exceptional Child Education, *Handicapped Children, Secondary Education, *Volunteers

Presented are general thoughts on educating the exceptional child, with emphasis on the role of the volunteer in the educational program. Explained in terms of the volunteer are definition of volunteer worker, basic needs of volunteers, limits and role of volunteers, kinds of services performed by volunteers, and orientation and training of volunteer. Then provided are informal notes to the volunteer, teacher, and principal, respectively, concerning volunteer role in the school program. Listed are general hints for working with special students, followed by an overview of Oklahoma City's special education program. Eight major types of special education classes are said to be established in the Oklahoma City schools. The goals of special education are equated with goals of regular education and are said to be similarly attained. Then presented are descriptions of characteristics of various groups of special children; it is noted that the characteristics are not intended to identify or describe an individual. Exceptionalities covered are educable mentally handicapped, trainable mentally retarded, physically handicapped, visually handicapped, hearing impaired, learning disabilities, and emotionally disturbed. Also included are implications for working with each disability area. (CB)

ED 064 825 EC 042 412

Wieters, Wade C., Ed.

A Manual for the Training of Paraprofessional Workers in Mental Retardation.

South Carolina State Dept. of Mental Retardation, Columbia.

Pub Date 72

Contract—OEC-71-014-005; OEC-72-014-005

Note—193p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Curriculum Guides, *Educational Programs, *Exceptional Child Education, *Mentally Handicapped, *Nonprofessional Personnel, Services

The manual describes an instructional program for the training of workers for employment in paraprofessional service areas of mental retardation. Instructional materials presented are said to require 90 hours presentation time. The materials are organized into 12 instructional units ranging in content from brief pre- and post-program overviews to lengthy and detailed presentations on certain technical aspects of mental retardation. Unit titles are program orientation, communication skills, growth and development in normal and retarded children, counseling and guidance services, educational and training services, cottage practices in institutions, physical and occupational therapy services, medical services, speech and hearing services, the institution and the community, supervisory skills and practices, and program summary. Generally found for each area are self-explanatory overview statements, instructional purposes and objectives, and content outlines. Approximate presentation times for major content areas in the units are noted. Materials that can be used for distribution to trainees follow many of the units. Eight tests on instructional content and trainee attitude are also provided. Practical guidelines on training methods are given throughout the units. (CB)

ED 064 826 EC 042 413

Assessment of the 1969-70 ESEA Title III Project: Creating a Supportive Educational Atmosphere for Parents and Their Three to Seven Year Old Handicapped Children.

Sacramento City Unified School District, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Early Childhood Education, Educational Needs, *Educational Programs, *Exceptional Child Research, *Handicapped Children, Intellectual Development, Language Ability, Motor Development, Preschool Children, *Program Effectiveness, Social Development

Reported was program effectiveness of an early childhood educational program designed to provide a supportive educational atmosphere to meet the educational needs of young children handicapped by deviant emotional, behavioral, educational, and neurological growth patterns. Eighteen students participated in the program with objectives of development in areas of gross and fine motor activities, comprehension and use of language, ability to function independently in social situations, and intellectual ability. General information provided for the program description included description of classes, personnel, activities, auxiliary services, and parent participation. Sources of evaluative data were staff member reports, standardized test data, behavioral and performance rating scales, and staff and parent questionnaires. Selected findings indicated that as a group, students showed an average increase in IQ scores of 18.31 points, approximately 67% of the students achieved well on behavioral and performance rating scales, program organization was adequate, and the parents thought the program was successful. Appended are two statements on creating a supportive educational atmosphere among parents and their 3 to 7-year-old handicapped children, and sample forms used in the program. (CB)

ED 064 827 EC 042 414

Evaluation of the 1970-71 ESEA, Title VI-A, Cued Speech Program for Aurally Handicapped Children.

Gallaudet Coll., Washington, D.C.; Sacramento City Unified School District, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aurally Handicapped, *Cued Speech, Early Childhood Education, Educational Programs, *Exceptional Child Research, Language Development, *Nonprofessional Personnel, Preschool Children, Primary Grades, *Program Effectiveness

Reported was program effectiveness for a cued speech program for aurally handicapped children in nursery and primary classes. Project objectives

were explained to be training teachers and tutors (paraprofessionals) of the classes for the aurally handicapped and the parents of the pupils enrolled in the techniques of cued speech and to employ these techniques with children in nursery and primary levels. Participating were 15 teachers, 10 tutors, 60 children, and a limited number of parents. During the first year of the project, three areas of cued speech training were emphasized: development of vocabulary lists from which an instrument was designed to assess language acquisition by the children in receptive and expressive areas; training of all staff members in cued speech method of teaching language; and classes conducted for parents and other interested groups. The data regarding the language development of the children showed that receptive and expressive language acquisition could be measured with the test instrument developed and that these data clearly indicated the child's language growth. It was concluded that for cued speech to serve children to the greatest degree possible, more parents needed to participate in the program. (CB)

ED 064 828 EC 042 415
Perkins, Roger
Proceedings of the First National Conference on Television for the Hearing-Impaired (Knoxville, Tennessee, December 14-16, 1971).
Southern Regional Media Center for the Deaf, Knoxville, Tenn.
Spons Agency—Office of Education (DHEW), Washington, D. C. Media Services and Captioned Films Branch.
Pub Date 71
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aurally Handicapped, Conference Reports, *Educational Television, *Exceptional Child Services, *Mass Media, Televised Instruction
Identifiers—*Captions
The conference reports contain summaries of five general sessions and five appended papers, all of which focus on the need and implementation of captioned television for the aurally handicapped. The keynote address states that approximately 10% of the population has hearing problems, indicating that there is a large minority group involved. The first general session relates attempts to identify the potential hearing-impaired audience in America and its demographic characteristics, and to clarify the position of the Federal Communications Commission on the question of captioned television. The demonstration of two possible television captioning techniques, involving both captions to aurally handicapped persons and normal video transmission to hearing persons, is discussed in the second general session. Covered in the third general session are short descriptions of selected television programs shown with captions, with note and problems of verbatim captioning. The fourth and fifth general sessions include coverage of recommendations for establishment and implementation of captioned television. Appended are related papers, one of which points out that it appears that the deaf audience must compete for television consideration on the basis of numbers, not of need. (CB)

ED 064 829 EC 042 416
Report to the President, Federal Programs for the Retarded, A Review and Evaluation.
President's Committee on Mental Retardation, Washington, D.C.
Pub Date Jun 72
Note—276p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Agencies, *Agency Role, *Exceptional Child Services, *Federal Government, Government Role, *Mentally Handicapped, *National Programs, Program Descriptions
Presented are the reports of 22 federal departments and agencies on their programs related to mental retardation. The review of governmental programs is seen as a needed first step toward mobilization of the full federal potential in coordinating efforts in the gamut of problems of mental retardation. The departments and agencies covered include Agriculture, Commerce, Defense, Health, Education, and Welfare, Housing and Urban Development, Interior, Justice, Labor, State, Transportation, Treasury, ACTION, Appalachian Regional Commission, Civil Service Commission, General Services Administration, National Aeronautics and Space Administration, National Science Foundation, President's Committee on Employment of the Handicapped, President's Council on Physical Fitness and Sports, Small Business Administration, U.S. Postal Service, and Veterans Administration. General kinds of information provided in each section, where applicable, are a statement of purpose, organization, services provided, and thrust of the program with respect to the mentally retarded. (CB)

ED 064 830 EC 042 417
Bradshaw, James A., Ed. And Others
Contiguity and Continuity in General and Special Education.
Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date Jan 72
Contract—OEC-0-70-1999(725)
Note—186p.; Selected papers of three working conferences (February, 1971)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Conference Reports, *Educational Needs, *Educational Philosophy, Educational Programs, Etiology, *Exceptional Child Education, *Handicapped Children, Learning Disabilities, *Mentally Handicapped, Teacher Education
Presented are thirteen selected papers focusing on the relationship of special education to regular education. The first short paper explains the purpose of the conference, while the next three papers discuss various aspects of mental subnormality: that many cases of mental subnormality result from prenatal famine, that mental subnormality resulting from deprivation in the existing society is society's achievement and challenge, and that factors in reproduction relate to mental subnormality. The following paper examines learning disabilities in terms of why a child cannot learn and minimal brain dysfunction. Then discussed are the special education/general education interface and the integration of professional training. A symposium on discontinuity in general education/special education reviews topics related to the realization that a basic problem is the educator himself. Papers on the reintegration of training and a model for the operational implementation of educational research and training in the classroom are than presented. A symposium on strategies, models, and ideas for action in western colleges and universities considers topics such as teacher education and student placement. Rap session comments on conference topics and explanation of the mutual goal of special and regular education are provided last. (CB)

ED 064 831 EC 042 418
Larsen, William G. Allen, Elizabeth J.
A Speech Survey of the Public School Population in the Ellsworth, Wisconsin, School District.
Wisconsin State Univ., River Falls.
Report No—St-G-0250-5-64
Pub Date 15 Sep 65
Note—176p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Elementary Education, *Exceptional Child Research, Identification, Incidence, *Secondary Education, *Speech Handicapped, Speech Therapy, Statistical Data, Student Participation, *Surveys
Children in elementary and secondary education in a Wisconsin school system were surveyed to ascertain whether the system had children with speech problems, to identify the nature and incidence of the speech problems, to establish any need for speech therapy services, and to assist in training student speech therapists in survey methods. A total of 1,767 children were interviewed by two-man teams of college students. Results were tabulated for the entire school district, as well as for each school. Results showed that 344 males, or 19.5% of the school population, and 343 females, or 19.4% of the school population had speech problems. Six percent of the children (111 students) were found to need speech therapy, while 578 other students were referred for additional testing. Speech problems were reported to be problems of articulation, voice, articulation-voice, fluency and language. Individual schools in the system were found to have basically the same patterns of results as found for the entire district. Need for speech therapy services in the system was reported to exist. It was thought that although the speech survey did have its limitations in its methodology, the survey did fulfill its original purposes. (CB)

ED 064 832 EC 042 450
Moore, Ernest J. And Others
Identification Audiometry in an Institutionalized Severely and Profoundly Mentally Retarded Population.
Central Wisconsin Colony and Training School, Madison, Wis.
Spons Agency—Wisconsin State Dept. of Health and Social Services, Madison.
Pub Date Jan 72
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Auditory Perception, Auditory Tests, *Exceptional Child Research, *Identification, Institutionalized (Persons), *Mentally Handicapped, *Screening Tests, Sex Differences, Test Interpretation
An audiometric screening survey was conducted on a severely and profoundly mentally retarded population using noise-makers and pure tone audiometry. Of those tested with noise-makers, 83% gave an identifiable response to sound, 7% did not respond, and 10% were considered difficult-to-test. By contrast, 4% passed, 2% failed, and 94% were difficult-to-test using the audiometer. The resultant data were further analyzed as to age, sex, and medical classification. Females tended to be less responsive and more difficult-to-test. The age range 10-19 years appeared to be a critical period for responsiveness. It was concluded that audiometric methods other than standard pure tone audiometry would probably be better for a severely and profoundly retarded population. (Author)

ED 064 833 EC 042 452
Syphers, Dorothy F.
Gifted and Talented Children: Practical Programing for Teachers and Principals.
Pub Date 72
Note—84p.
Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 ($2.50)
Document Not Available from EDRS.
Descriptors—Administration, Creative Ability, *Educational Planning, Elementary Education, *Exceptional Child Education, *Gifted, Guidelines, Identification, *Principals, *Teacher Role
Written especially for teachers and principals, the volume presents a brief overview of current thoughts on problems and practical guidelines in elementary school programing for gifted and talented children. Examples of content, teaching methods, and various administrative procedures are provided on the elementary school level for the stated purpose of demonstrating how theory is translated into practice. Identifying the gifted is discussed in terms of use of intelligence tests, comparison of individual intelligence scales, and selected learning characteristics of gifted children. Administrative arrangements then covered include acceleration, skipping, early admission, upgraded primary, summer school advancement, telescoping junior high, enrichment, special interest grouping, and opposition to acceleration. The principal's leadership is explained to involve parents, teachers, counselors, students, and community. Briefly discussed next is selection of qualified teachers, various grading practices and the need for grading. Aspects of productive classrooms mentioned include team teaching, attention, feeding creativity, relevancy, study guides, nonconformity, and independent learning kits. The final chapter notes means of evaluating gifted and talented students. (CB)

ED 064 834 EC 042 458
Project Vitality; Phase III. A Program for the Handicapped.
Santa Ana Unified School District, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.
Pub Date 72
Note—76p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Programs, *Exceptional Child Education, *Handicapped Children,

*Program Descriptions, *Skill Development, *Vocational Education

The 1972-73 school year Project VITALITY is described to provide coordinated work study career development for students in grades seven through 12 or equivalent ages who are legally assigned to the special programs, students in the Teen Mothers program, and those students dismissed from the educable mentally retarded program after August 1, 1969. An equal number of academically handicapped students are projected to participate and be supported by District funds. All of the students are diagnosed as handicapped, with deficiencies in functional reading skills, academic achievement and/or readiness for the world of work. Activities are described to include skill training of students in various occupational areas, including health, industrial, business, community homemaking jobs, maintenance, custodial, food services, laundry helper, gardening and nursery work, horseshoeing, animal care, day care and nursery schools, auto repair and service. Training stations are explained to be located at community classrooms, on campus and at off campus sites, depending on the specific nature of job training being followed by students. Learning activity packages are said to be developed to provide specified skill training for students. Some of the students participating are said to be from the inner city. (Author)

ED 064 835 EC 042 460

Individualized Multi-Sensory Approach to Learning; A Title III, ESEA Project.

Lincoln Community High School, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—113p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Dropouts, Educational Methods, *Educational Programs, *Exceptional Child Education, *Learning Disabilities, Multisensory Learning, *Program Descriptions, Secondary School Students

Described is a project that seeks to develop a new instructional approach that meets the needs of potential highschool dropouts with learning disorders in an attempt to help them acquire necessary levels of competence in the areas of English, mathematics, and science. The project is based on the Elementary and Secondary Education Act Title III. The project used a multi-sensory approach to learning disabilities which is said to be based upon the General Model of Instruction and upon an Instructional Management Strategy, both of which are explained. Program source guides are explained to contain the basic information that the student is required to learn and are said to take the following form: instructional objective, proficiency pretests, learning activities, self tests, formative evaluation, and questing. Then discussed are the role and responsibilities of the project teacher. Included are sample project forms. Explained are the reading, English, science, and mathematics programs. Information generally provided includes preliminary information, scope and sequence, and responsibilities of the teacher. The evaluation procedure to be followed is clarified. (CB)

ED 064 836 EC 042 493

Sosnowsky, William P. Coleman, Thomas W., Jr.

Special Education in the Collective Bargaining Process: An Analysis of 71 Tri-County, Michigan Master Agreements.

Pub Date Dec 69

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Exceptional Child Services, *Handicapped Children, Legal Problems, *Legal Responsibility, *School Districts, School Role, Special Education Teachers, Teacher Role

Reported were analyses of 71 tri-county Michigan contracts with teachers formulated as a result of collective bargaining, and of the impact of the collective bargaining process on special education. Findings concerned identification, referral of students for special services, preparation for substitute teacher, implementation of programs and services for the handicapped, placement and discharge procedures, integration of special class students within regular school program, special education personnel development, involvement of special education personnel in curriculum development, special education salary differentials, special education class size, facilities for special education programs, schedule provisions, summer school special education programs, supervisory and ancillary personnel, discipline and control, punishment, suspension from school and from class, and assault upon teachers by students. Findings indicated that little attention was given to matters concerning special education by negotiators of local school districts, that the handicapping condition most often referred to was emotionally disturbed, and that the most beneficial provisions came from distressed school systems. (CB)

ED 064 837 EC 042 494

Resident Care Guide. Third Edition.

Woodbridge State School, N. J.

Pub Date Jan 72

Note—97p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Clothing, Eating Habits, *Exceptional Child Services, Handicapped, Hygiene, *Mentally Handicapped, *Residential Care, *Self Care Skills, *Statistical Data

The third edition of the Woodbridge State School Cottage Life Department Resident Care Guide is explained to be a developmental status scale devised in 1969 as part of a 5-year study for the purposes of measuring the entire population's self-help training abilities. The department is said to serve 954 residents; 424 are non-ambulatory and 530 are ambulatory, falling within the severe and profound level of retardation. The care guide scale is said to be screened and planned in order to fit and meet the needs of the retarded. The scale covers the self care skills of feeding, dressing, undressing, bathing, toileting and basic good grooming. A graph records the increases in self care skills in the residents over a 3-year period. Information for each of the 19 cottages is provided, generally including number of females or males, age range, ambulatory or degree of ambulation, number of blind residents, number of brace wearing residents, extent of wheel chair usage, and number of bed cases. The majority of the report consists of charts with the above information. (CB)

ED 064 838 EC 042 524

Effecting Behavioral Modification in the Mentally Handicapped Student: Operant Conditioning and the Teacher's Role.

New York State Education Dept., Albany. Div. for Handicapped Children.; Onondaga-Madison Counties Board of Cooperative Educational Services, Syracuse, N. Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Note—63p.; Reprint from Proceedings of Special Study Institute (Syracuse, New York, April 22-24, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, Behavior Problems, Class Management, Conference Reports, Discipline Problems, *Exceptional Child Education, *Mentally Handicapped, *Operant Conditioning, Reinforcement, Self Care Skills, *Teacher Role

Presented are nine short papers concerning teacher role in effecting behavioral modification in the mentally handicapped student. The paper on functional analysis of behavior discusses use of reinforcers, changing reinforcer strength, reinforcement schedules, and discriminative stimuli. A continuation paper on functional analysis of behavior explains a method of determining behavior contingencies by recording antecedent events occurring prior to behavior, behavior itself, and consequences following behavior. Developing self help skills is covered in terms of techniques to increase self feeding skills, techniques to weaken undesirable feeding behaviors and to teach appropriate toilet skills. The short discussion of behavior modification with an autistic child concludes that careful structuring of the child's environment can influence the child's behavior. A method of teaching imitation to severely handicapped and retarded children is then presented. The paper on technology of education examines use of consequences in the classroom. Three concluding short papers discuss behavior problems in the classroom, administering behavioral programs, and modification of self destructive behavior, respectively. (CB)

ED 064 839 EC 042 573

Pedrini, Bonnie C. Pedrini, D. T.

Classifying Exceptional Children and Adolescents.

Pub Date [72]

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adolescents, *Classification, *Educational Needs, *Exceptional Child Education, *Handicapped Children, *Psychological Evaluation, Special Education Teachers, Statistical Data

Presented in the paper are U.S. Office of Education data relevant to the kinds and numbers of handicapped youths (ages 5 to 19 years), and the corresponding special education teachers needed. Also considered are psychological and educational evaluations in the areas of achievement; aptitude; intelligence; interest, preference, and value; temperament, adjustment, maturity; study habit, and motivation; and creativity. It is stated that evaluations should help and should not harm persons, including the poor (the so-called disadvantaged), who are often penalized by middle class tests. A treatment model (developmental, corrective, remedial, educational, and vocational) is advocated. Operant conditioning procedures are especially recommended. (Author)

ED 064 840 24 EC 042 574

Meyer, Philip A.

A Comparison of the Effects of Interference and Distortion in Visual Information Processing by Normal and Retarded Children and by Adults. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-1-H-005

Pub Date Jul 72

Grant—OEG-8-71-0011(509)

Note—46p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adults, *Age Differences, *Exceptional Child Research, *Memory, *Mentally Handicapped, Mental Retardation

Reported were four experiments which investigated the developmental and mental retardation aspects of an initial stage of visual information processing termed iconic memory. The stage was explained to involve processing visual stimuli prior to sensation and through to recognition. In three of the four experiments, the paradigm of visual masking was used to determine the speed or efficiency of information processing; the Crawford-pattern mask technique was used throughout. The four experiments were titled age effects on backward visual masking, adult age effects on backward visual masking, forward and backward masking with normal and retarded subjects, and iconic storage and information availability by normal and retarded subjects, respectively. Subjects in the four experiments ranged in age from 5 to 55 years of age. Major findings of the experiments were reported to be development and documentation of a methodology surmounting previous problems in studying development and mental retardation aspects of iconic memory, establishment of relationship between age variable and efficiency with which visual information is processed, and poorer performance by retarded subjects on iconic memory tasks than by normal subjects matched in terms of mental age. (CB)

ED 064 841 EC 042 575

Transportation and the Mentally Retarded.

President's Committee on Mental Retardation, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Jun 72

Note—61p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bus Transportation, *Exceptional Child Education, *Mentally Handicapped, *Surveys, *Transportation, *Travel Training

Reported were the results of a contract that involved identification, description, and categorization of the nature of transportation problems for the mentally retarded by means of analysis of existing studies, two surveys, and an inventory of specialized programs and systems operating in the United States. One major problem was found to be development of independent travel. The case for training the mentally retarded to travel independently included mention of success in travel training, problems in travel training, desire for in-

dependence, experiences with driver education, and burden on parents. Modes of transportation covered included walking, buses, bicycles, trains and planes. Training of individuals versus modification of equipment and other recommendations were made. The other major problem found was improvement of dependent travel. Mechanics of transportation reported included method of payments and costs, staff and volunteer resources, lease, buy or contract for services, safety, insurance, and scheduling. Modes of transportation covered were cars, vans, taxis, and buses. Eight recommendations, alternatives to transportation, and sources of government funding were reported. (CB)

ED 064 842 EC 042 576
Sterilization of the Mentally Ill and the Mentally Retarded.
National Association of State Mental Health Program Directors, Washington, D. C.
Pub Date May 72
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Exceptional Child Services, *Medical Treatment, *Mentally Handicapped, *National Surveys, *Sex Education

Reported were the results of a survey on the sterilization of the mentally ill and the mentally retarded. Thirty-three states responded to the survey. It was found that 17 states have a sterilization statute, but the existence of the statute was explained not to mean that the procedure was used. Sixteen states responded that they did not have a sterilization statute. Of those states replying to the survey, none reported strong pressures either for or against sterilization statutes. (CB)

ED 064 843 EC 042 577
Pedrini, Bonnie C. Pedrini, D. T.
Stuttering: Overview in Outline Form, Etiology and Therapy, Conditioning Approaches to Treatment.
Pub Date [72]
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Change, *Etiology, *Exceptional Child Education, Speech Handicapped, *Speech Therapy, *Stuttering, *Theories

Stuttering is explained to be a time and rhythm speech disorder. The overview in outline form on stuttering notes the nature of the disorder, primary and secondary types, incidence, age of onset, stutterer's profile, intelligence, psychological traits, physiological traits, sociological traits, predisposing conditions, precipitating conditions, perpetuating conditions, and history. Theoretical examination of the etiology of stuttering notes that traditional theories of stuttering have differed primarily in the inferences concerning the nature of the causal factor. The theories are categorized and briefly discussed in groups of physical or neurological, psychological, and physiogenic and psychogenic etiologies. Discussion of therapy notes that various and sundry methods have been used in treatment of stuttering, ranging from methods that focus upon treatment of the symptom to methods dealing with the stutterer alone. Examination of conditioning approaches to treatment points out that conditioning or learning approaches emphasize that stuttering is a speech disturbance that could happen to anyone. A variety of conditioning theories are briefly noted. (CB)

ED 064 844 EC 042 578
Sanders, Jean Zalk, Linda
Learning Styles.
Merrimack Education Center, Chelmsford, Mass.
Pub Date [72]
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Planning, *Guidelines, *Individual Differences, Individualized Instruction, *Inservice Education, *Teacher Education

Designed to offer individuals in the role of unit leaders some guidelines for assuming the leadership role in planning inservice education for members of the school staff, the booklet provides information on learning styles, assessment of learning style, sample rating scale, developmental tasks and education, teacher observations, directed classroom observations, provision for learning styles inventory, and a glossary. Learning styles are first discussed in terms of individualization of instruction. In order to identify learning styles, the teacher is said to need to focus on what is learned, the way in which one learns, and one learns to learn. Four tests are suggested to be used by the unit leader and teachers in helping to make an educational evaluation of the child. Guidelines questions are then provided to help the leader determine how the child learns and how the leader gets the child's attention. Developmental tasks are then listed from infancy to 65 years and over. A sample learning style inventory is included. (CB)

ED 064 845 EC 042 583
Blanton, Richard L. And Others
Symbolic and Linguistic Processes in the Deaf. Final Report.
Vanderbilt Univ., Nashville, Tenn.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date Jul 71
Grant—RD-2552-S
Note—195p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Aurally Handicapped, *Cognitive Development, *Exceptional Child Research, Immaturity, Language Ability, *Linguistics, Perceptual Development, *Psycholinguistics, Psychology

Reported were over 20 related studies that were intended as attempts to discover the psychological implications of deafness, with an emphasis on the perceptual-cognitive manifestations. The report was divided into three sections: the first reported the results of many studies investigating mainly the relationship between language and perception and language and cognition and which use memory as the vehicle of experimentation. The second chapter focused on results of psycholinguistic studies. The third section reported a series of interrelated studies investigating the causes behind the emotional or affective immaturity found to be frequently displayed by a large number of deal persons. Selected general findings were that the deaf may have problems with sequencing information where nonverbal forms are involved, that auditory input is not necessary for the learning of perception of rhythms, that the deal show superior performance for signable words but do not differ from the hearing on words that do not have sign equivalents, and that the deaf show better reading performance level when written materials are presented in sign order rather than in English order. (CB)

ED 064 846 EC 042 598
Summarizing the Programs and Needs for Mentally Ill Children, Special Education for Handicapped Children, and Early Childhood Education in the District of Columbia.
Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.
Pub Date 14 Mar 72
Note—457p.; Hearing before the Committee on the District of Columbia House of Representatives Ninety-Second Congress (Second Session, March 14, 1972)
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Early Childhood Education, Educational Needs, *Exceptional Child Services, Legislation, Mental Health, *Mentally Handicapped, Psychiatric Services, Psychological Needs, *Residential Care, Residential Programs, Special Classes
Identifiers—*District of Columbia

The report on programs and needs of mentally ill and handicapped children, especially in the District of Columbia, contains 10 statements, 22 materials submitted for the record, and 29 appended articles and studies. The purpose of the hearing is stated to be that of hearing testimony from the people of the District of Columbia in connection with the mental health work and programs for the handicapped in the nation's capital. The chairman notes that the District is doing a commendable job, but that the government needs to spend 10 times as much money as it is currently doing to serve the mentally ill and handicapped. The need for residential facilities and residential psychiatric treatment programs is emphasized. Materials submitted also focus on the need for residential facilities and programs, early childhood education, and special classes. The majority of the report consists of the appended articles and studies. Selected appended articles and studies include the report of the Joint Commission on Mental Health of Children, residential treatment centers for emotionally disturbed children, adolescent patients served in out-patient psychiatric clinics, civil action suit in U. S. district court, a proposed model law on special education, and state law and education of handicapped children. (CB)

ED 064 847 EC 042 599
Cued Speech Parent Training and Follow-up Program. Final Report.
Gallaudet Coll., Washington, D.C.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 15 Aug 72
Contract—OEC-8-009137-43448(019) and (615)
Note—97p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aurally Handicapped, *Cued Speech, Educational Programs, *Exceptional Child Education, Followup Studies, *Parent Education, Program Descriptions, Program Effectiveness, *Teacher Education

The purpose of the project was to train parents and teachers of hearing impaired children in the use of cued speech and to provide support services to 10 schools and programs to enable them to serve as models. During 1968-69, 3537 parents and teachers attended workshops and demonstrations, and 486 parents in 41 classes received an average of 15.7 hours of instruction. During the followup program, 1969-71, resident services averaging 1.5 instructor months each were provided to 10 schools and programs. Materials developed and distributed included demonstration films, recorded lesson, handbooks for teachers and parents, and other printed materials. Correlation between extent of use of cued speech and reported beneficial effects on receptive and expressive language, speech and speechreading was significant at the 0.01 confidence level. Impact of the dissemination and parent training program seemed adequate, resulting in initiation of use of cued speech by enough schools and programs to give it a chance to prove its value. Impact of the followup program was insufficient to bring the participating programs to the level of models of use of the method. Several of the programs appear to be capable of reaching this level in another year or two. (Author)

ED 064 848 EC 042 614
A Guide for Teachers of Trainable Mentally Retarded Children.
Oklahoma Curriculum Improvement Commission, Oklahoma City.; Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.
Pub Date 72
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum, Educational Philosophy, *Educational Programs, Equipment, *Exceptional Child Education, *Guidelines, Mentally Handicapped, Parent Counseling, *Special Education Teachers, *Trainable Mentally Handicapped

The guide for teachers of trainable mentally retarded (TMR) children is thought to be valuable especially to teachers, administrators, and other workers in public schools who are involved in educational programs for the children. Discussion of a general approach to the problem of educating TMR children in the public schools includes the topics of background philosophy, the state program, administration and policies, general aims and objectives, suggestions for evaluation of student including an evaluation check list, and the curriculum needed at different age levels. Curriculum materials are then suggested as guides to the type of activities which were said to have been successfully used by teachers in TMR classes. Materials were suggested for areas of social adjustment, self care, home-community usefulness, physical education, language development, number concepts, music therapy, and art therapy. Parent counseling is then briefly covered. Sample programs are then provided for preschool, primary, intermediate, and teenage levels, and for music therapy and arts therapy activities. Selected equipment for use in TMR classes is also listed. (CB)

ED 064 849 EC 042 619
Nolan, C. Y. And Others
Bibliography of Research on Braille.

American Printing House for the Blind, Louisville, Ky. Dept. of Educational Research.
Pub Date 71
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Braille, *Exceptional Child Education, *Visually Handicapped
The bibliography of research on braille consists of approximately 130 entries consisting of journal articles, conference reports, books, doctoral dissertations, master's theses, German publications, Japanese publications, and unpublished reports. Publication dates range from 1907 to the present, with a fairly even distribution throughout that period. (CB)

ED 064 850 EC 042 620
Morris, June E., Comp.: Nolan, Carson Y., Comp.
Bibliography on Tests and Testing of the Blind.
American Printing House for the Blind, Louisville, Ky. Dept. of Educational Research.
Pub Date 71
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administration, *Bibliographies, *Exceptional Child Education, Guidelines, History, Material Development, *Testing, Test Interpretation, Theories, *Visually Handicapped
The bibliography on tests and testing of the blind contains approximately 420 entries concerning theoretical or practical aspects of testing, historical development of testing, manuals, instructions, and methods of administration, descriptions and evaluation of tests, development and adaptation of tests for the blind, and uses of tests; testing and guidance programs are not included. Publication dates of entries range from approximately 1920 to 1971 with an even distribution throughout the period. Entries include theses, books, journal articles, some foreign publications, conference reports, project reports, manuals, and other publications. Generally provided for each entry are author, title, place of publication, publication date, and number of pages. (CB)

ED 064 851 EC 042 621
Morris, June E. Nolan, Carson Y.
Bibliography of Research on the Visually Handicapped. 1953-1971.
American Printing House for the Blind, Louisville, Ky. Dept. of Educational Research.
Pub Date 72
Note—109p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bibliographies, *Exceptional Child Research, *Research Projects, *Statistical Data, *Visually Handicapped
The bibliography of research on the visually handicapped covers approximately 1,300 entries published between the years 1953 and 1971, inclusive. Only those references containing reports of research on the visually handicapped in which empirical data of some kind were collected are included. Studies of single cases are included, with most studies focusing on legally blind subjects. Excluded is medical research on the eye blindness. The bibliography is meant to supplement and update Books about the Blind, published in 1953 by the American Foundation for the Blind and compiled by Helga Lende. Sources said to have been searched systematically from January 1953 through December 1971 include Psychological Abstracts, Dissertation Abstracts and Dissertation Abstracts International, Exceptional Children, New Outlook for the Blind, International Journal for the Education of the Blind, and Education of the Visually Handicapped. Entries include journal articles, bulletins, theses, books, some foreign publications, US government publications, manuals, and other publications. Generally provided in each entry are author, title, publication date, place of publication, and page numbers. (CB)

ED 064 852 EC 042 629
Project Child. Final Report.
Educational Improvement Center, Pitman, N.J.
Spons Agency—Margate City Board of Education, N.J.; New Jersey State Dept. of Education, Trenton.
Pub Date 72
Note—66p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Demonstration Projects, *Exceptional Child Research, *Identification, *Learning Disabilities, *Parent Role, *Preschool Children, Questionnaires, Surveys
Project Child was explained to be funded under the Elementary and Secondary Education Act Title III and was described to be a regional model demonstration program for the identification of preschool handicapped children especially with learning disabilities. Primary goals of the project were reported to be stimulation of parents and public to realize potential of preschool screening, development of better screening devices, and identification of exceptional children in preschool population to facilitate helping them before entering school. Project Child was then explained to be drafted as a three-phase, 3-year project; the phases involved collection of data from parents about exceptional children in eight counties of southern New Jersey, establishment of demonstration program, and development of regional master plan. Analysis of data showed an overall prevalency rate of 15.1% of children with potential learning problems. Charts provided handicapped data for each of the eight counties. Then reviewed were followup projects, such as interviews with school superintendents, discussions with parents, evaluation questionnaire, and Regional Co-op Project. It was concluded that the project served to make the public more aware of its handicapped populations and of the necessity of the educational system to serve all its children. (CB)

ED 064 853 EC 042 701
The Role of Music in the Special Education of Handicapped Children.
New York State Education Dept., Albany. Div. for Handicapped Children.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.
Pub Date Apr 71
Note—149p.; Reprint of Conference Proceedings of State Education Department, April 5-6, 1971, U. N. Y. Campus Center, Albany, New York
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavior, Educational Objectives, *Exceptional Child Education, *Guidelines, *Handicapped Children, *Lesson Plans, *Music
Presented are approximately 25 instructional units in which learning about music is adapted for use in special education. Each unit contains a general educational goal, a series for behavior objectives designed to achieve the goal, and a number of learning experiences and accompanying resources intended to help children with particular types of handicaps experience music for purposes of learning about music itself, meeting certain physical, emotional, or psychological needs, and/or motivating and providing alternate ways of learning in other subject areas such as language arts. The learning experience section of each unit generally contains explicit, practical guidelines for the instructor to follow. Instructional units are provided for the following disability areas: emotionally disturbed, learning disabilities, brain injured, educable mentally retarded, trainable mentally retarded, communication disorders, blind, visually impaired, deaf and severely hard of hearing, and multiply handicapped. The instructional units are said to result from a conference on the role of music in the special education of handicapped children. (CB)

ED 064 854 EC 042 702
Strengthening Occupational Education Experiences for Emotionally Handicapped Youth.
Nassau County Board of Cooperative Educational Services, Jericho, N.Y.; New York State Education Dept., Albany. Div. for Handicapped Children.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.
Pub Date Oct 71
Note—121p.; Reprint of Proceedings from A Special Study Institute, October 5-7, 1971, Jericho, New York
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Elementary School Students, *Emotionally Disturbed, *Exceptional Child Education, *Secondary School Students, *Vocational Education, Vocational Schools
General institute proceedings on vocational education for emotionally disturbed youth refer generally to the continuum of educational programing, its flexibility, variety of educational options, multiple number of educational settings, and large size of student population. Introductory comments in the general session are followed by three sessions on occupational program design for the emotionally disturbed, employment potential for the emotionally disturbed youth in the world-of-work, and guided tour of basic modified secondary occupational programs, ages 15 years and up at the career development center, respectively. The proceedings are conducted in a most informal manner with many references to specific students and their problems and/or accomplishments. Occupational awareness laboratories are explained to provide experiences for students 5 to 10 years of age; the experiences are thought to represent the real work world in terms of activity, understanding, and appreciation. Preoccupational exploration experiences are then described to be shops designed to provide general occupational experience in broad based areas for the intermediate or middle school population. Secondary vocational educational is discussed, with the further options of specialized education, split programing, or work experience. (CB)

EM

ED 064 855 EM 009 660
Liebert, Robert M.
Television and Social Learning: Some Relationships Between Viewing Violence and Behaving Aggressively (Overview).
State Univ. of New York, Stony Brook. Dept. of Education.
Pub Date 71
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aggression, *Children, Programing (Broadcast), *Social Behavior, Socialization, *Television, Television Viewing, *Violence
Identifiers—Observational Learning Theory, *Surgeon Generals Report Television Social Behavior
Observational learning requires exposure to modeling cues, acquisition of the ability to reproduce what is seen or heard, and acceptance of the model's behavior as a guide for one's own actions, as imitation, counter-imitation, disinhibition, or inhibition. In this overview paper, the author considers a large body of research, especially that commissioned by the Television and Social Behavior program of the National Institute of Mental Health, and concludes that children are exposed to a great variety of aggressive models and do acquire and are able to reproduce aggressive behavior. Evidence on children's acceptance of aggressive behaviors is described as complex, subtle, and dependent on such factors as rewards to the model, whether the model is seen as fantasy or reality, the observer's home life, and the situations in which he finds himself. However, the author feels that the accumulated weight of the evidence from so many studies justifies the conclusion that at least under some circumstances, exposure to televised aggression can lead children to accept what they have seen as a partial guide for their own actions. (Author/RH)

ED 064 856 EM 009 671
Hancock, Alan
Communication.
Pub Date 71
Note—92p.
Available from—Humanities Press, Inc., 303 Park Avenue, South, New York, N.Y. 10010 ($1.25)
Document Not Available from EDRS.
Descriptors—*Communication (Thought Transfer), Information Dissemination, Information Theory, *Language, *Learning Theories, Logic, *Mass Media, Semantics
Identifiers—Cognitive Dissonance, McLuhan (Marshall), Piaget (Jean)
An informal introduction to the study of communication deals with the major topics in the field. It presents basic theories of communication and language, reviews how language takes on meaning, explains the stimulus-response and Piaget theories of learning, and presents major theories dealing with communications and society. These theories include cognitive dissonance, the two-step flow, and McLuhan's ideas. (JK)

ED 064 857 EM 009 672
Bryne-Daniel, J.
Grafilm; An Approach to a New Medium.

Pub Date Jun 70
Note—25p.
Available from—Van Nostrand Reinhold Company, 450 West 33rd Street, New York, N.Y. 10001 ($2.75)
Document Not Available from EDRS.
Descriptors—*Animation, *Art Activities, *Film Production, Graphic Arts, *Production Techniques, Special Effects, Visual Arts

"Grafilm" is a new medium which combines a variety of graphic and illustrative techniques on film stock. For example, by drawing on film it is possible to create a new type of animation. The emphasis in this book is on a graphic/poetic approach to film-making rather than a photographic/prosaic one. The book consists of a series of projects which are described in detail and which illustrate the possibilities of this medium. (JK)

ED 064 858 EM 009 674
Barnett, Arnold
The Systems Man's Role in Systems Development.
Barnett Data Systems, Rockville, Md.
Pub Date Nov 71
Note—12p.; Paper presented at the Founders Conference of the Association of Computer Programmers and Analysts (November 1971)
Available from—Barnett Data Systems, Suite 507, 1010 Rockville Pike, Rockville, Maryland 20852
Document Not Available from EDRS.
Descriptors—Computer Oriented Programs, *Data Processing, *Management Systems, Programing, *Seminars, Short Courses, *Systems Analysis, *Systems Development, Teamwork

At present most systems development is completely dominated by systems people. Such domination can lead to long delays in the development of systems, failures of many systems to ever become operational, costly redesigns for those that do, and a poor fit between systems and their users. Management and users, as well as systems programmers, need to work as a team in the design of new systems. However, since a process of persuasion and re-education is necessary to draw management and users into system development teams, a three day seminar which brings together management, users and systems programmer has been designed and conducted at a number of firms. The process of effective data systems development should contain the following steps: problem definition, problem solutions and system objectives, detailing the present system, design guideline, design specifications, and training. Benefits of such a team approach to systems development would be systems which are more responsive to users, less likely to need redesign, and more likely to be ready on time. (RH)

ED 064 859 EM 009 689
Krueger, Elizabeth A. Jaeckels, David L.
Multi-Media Instructional Materials for Teaching Nursing.
Wisconsin Univ., Milwaukee. School of Nursing.
Spons Agency—Public Health Service (DHEW), Arlington, Va.
Report No—P-D-10-NU-0015-05
Pub Date Jun 71
Note—101p.; Final Project Report
Available from—University of Wisconsin, School of Nursing, Milwaukee, Wisconsin 53201
Document Not Available from EDRS.
Descriptors—Audiovisual Aids, Educational Technology, *Independent Study, Instructional Aids, *Instructional Design, Instructional Media, Instructional Systems, *Medical Education, Nurses, *Nursing

A project was designed to investigate the use and effectiveness of an instructional design system in which systematically prepared materials, in conjunction with automated devices, were used to teach manipulative nursing skills on an independent study basis. This report presents the problem of designing and constructing such instructional sequences and the needs, assumptions and the methods of the project. The literature relevant to the project is reviewed, and the process used to design the instructional sequences is described. The preparation of the visual, aural, and tactile stimulus materials is detailed, along with a rationale for the selection of equipment to present the sequences. The experimental use of the sequences in two field-test sites and the results of data analyses are presented. Extensive appendices and a bibliography are attached. (RH)

ED 064 860 EM 009 692
Botham, C. N.
Audio-Visual Aids for Cooperative Education and Training.
United Nations Food and Agriculture Organization, Rome (Italy).
Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No—FAO-ADP-86
Pub Date 69
Note—99p.
Available from—UNIPUB, Inc., 650 First Avenue, P.O. Box 433, New York, N.Y. 10016 ($2.00)
Document Not Available from EDRS.
Descriptors—Adult Education, *Agricultural Education, *Audiovisual Aids, *Cooperatives, Educational Technology, *Guides, Instructional Media, *Teaching Methods

Within the context of cooperative education, audiovisual aids may be used for spreading the idea of cooperatives and helping to consolidate study groups; for the continuous process of education, both formal and informal, within the cooperative movement; for constant follow up purposes; and for promoting loyalty to the movement. Detailed information on a complete range of audiovisual aids suitable for cooperative education and training is presented in this booklet. Five basic steps for presentation with audiovisual aids are outlined, and points worth remembering listed. Various types of audiovisual aids are considered: non-projected aids, projected aids, tape recorders and recording, and mass media and rural campaigns. Each aid is carefully described, with illustrations, and details are offered for effective presentation. (SH)

ED 064 861 EM 009 722
Holtzman, Wayne H.
Computer-Assisted Instruction, Testing, and Guidance.
Pub Date 70
Note—402p.
Available from—Harper and Row, Publishers, 49 East 33rd Street, New York, N.Y. 10016 ($10.00)
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Costs, Counseling, *Guidance, *Instructional Design, Language Development, Man Machine Systems, Programed Instruction, Simulation, Test Construction, *Testing
Identifiers—Apollo Simulation Checkout and Training System, ASCATS, Stanford University

The papers on which this book is based were prepared for a conference at the University of Texas in Austin in October, 1968, organized by the Social Science Research Council and the College Entrance Examination Board. The papers are divided into the following sections: system design; instructional design; optimizing learning; individually tailored testing; language processing; Stanford programs in arithmetic, logic, and Russian; simulation of science experiments; complex man-machine systems; and guidance and counseling. In addition two papers of general interest are presented: "Computers and the Purposes of Education" by Emmanuel Mesthene and "Computers in Education" by Wayne Holtzman. (JY)

ED 064 862 EM 009 748
Regulatory and Policy Problems Presented by the Interdependence of Computer and Communication Services and Facilities.
Federal Communications Commission, Washington, D.C.
Spons Agency—Federal Communications Commission, Washington, D.C.
Report No—FCC-72-288
Pub Date 30 Mar 72
Note—19p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Agencies, *Cable Television, Communication (Thought Transfer), Computers, *Data Processing, Electronic Data Processing, *Federal Legislation, Information Systems, Telecommunication, Telephone Communications Industry
Identifiers—*Common Carrier, FCC, Federal Communications Commission

Various petitions submitted to the Federal Communications Commission (FCC) for reconsideration and the FCC's response and discussion of these petitions are described in this memorandum. First, the questions raised by the petitioners are presented: "Did the Commission err in deciding not to impose a complete bar on communications common carriers engaging directly or indirectly in data processing services?"; assuming that the FCC was correct--"Were the safeguards imposed thereon to prevent anti-competitive, discriminatory, and cross-subsitization practices, too rigid or not rigid enough?"; and "Does the FCC have sufficient jurisdiction and statutory authority to take the action it has taken?". Next, the contentions of the petitioners are summarized and the FCC's position regarding each of the contentions is clarified and carefully discussed. The paper concludes with the statement that the aforementioned petitions for reconsideration are denied. (SH)

ED 064 863 EM 009 774
Little, Dennis L.
Models and Simulation: Some Definitions.
Institute for the Future, Middletown, Conn.
Report No—IFF-WP-6
Pub Date Apr 70
Note—17p.
Available from—Institute for the Future, Middletown, Connecticut 06457 ($2.00)
Document Not Available from EDRS.
Descriptors—City Planning, Computers, *Game Theory, Mathematical Models, *Models, *Simulated Environment, *Simulation

Designed for the student of urban simulation, this paper offers definitions of "models"--conceptual or mathematics formulations of concrete things or of abstract relations between them -and of "simulation"--an act or process, conducted either by persons or devices, by which a model or a hierarchy of models is made to imitate reality. Six basic model dimensions are outlined and described, and operational definitions for the primary simulation process are provided. The classification of games and game components and the role of computers in simulation are discussed. An outline of the uses and applications of simulation for the urban planner concludes the paper. (RH)

ED 064 864 EM 009 778
Dialogue With the World; A Modern Approach to the Humanities.
Films, Inc., Wilmette, Ill.
Pub Date 71
Note—204p.
Available from—Films Incorporated, 1144 Wilmette Avenue, Wilmette, Illinois 60091 ($3.00)
Document Not Available from EDRS.
Descriptors—*Directories, Discussion Programs, Ethics, *Films, *Film Study, Human Development, Integrity, Relevance (Education), Religious Education, Social Problems, Visual Literacy

Entertainment films are being increasingly used as a means of stimulating discussion of contemporary problems, ethical issues, and cross generational dialog. In order to help teachers and organizations deal fully and responsibly with such films, this directory references 100 "entertainment" films under categories such as sex and marriage, justice and mercy, death as an end, prejudice, integrity vs. expediency, war, and meaning of existence, and ethics and the organization man. Each reference is illustrated with a picture from the film and is summarized in a few paragraphs. In addition, a list of those in the cast, questions for discussion, critical comments, credits and awards, and other films suggested for discussion in the same category are provided. A guide for the use and discussion of films in the directory and some suggestions for using feature films with children are offered in conclusion. (SH)

ED 064 865 EM 009 782
Little, Dennis L. And Others
STAPOL: Simulation-Game Manual.
Institute for the Future, Middletown, Conn.
Report No—IFF-WP-13
Pub Date Mar 71
Note—57p.
Available from—Institute for the Future, Riverview Center, Middletown, Connecticut 06457 ($2.00)
Document Not Available from EDRS.
Descriptors—*Public Policy, *Role Playing, *Simulation, Statewide Planning
Identifiers—STAPOL (Simulation Game)

STAPOL is an educational or training simulation game of the impact of policy decisions upon

the quality of life within a hypothetical state; it can be played manually, wholly by computer, or in some combination. This working paper is the game manual (intended for use with two supplementary papers) which describes the components of the game, the evaluation indexes and the game procedure. For the appendix see EM 009 784. (RH)

ED 064 866 EM 009 784
Little, Dennis L.
STAPOL: Appendix to the Simulation-Game Manual.
Institute for the Future, Middletown, Conn.
Report No—IFF-WP-14
Pub Date Oct 70
Note—112p.
Available from—Institute for the Future, Riverview Center, Middletown, Connecticut 06457 ($3.00)
Document Not Available from EDRS.
Descriptors—*Public Policy, *Role Playing, *Simulation, *Statewide Planning
Identifiers—STAPOL (Simulation Game)
STAPOL is an educational or training simulation game of the impact of policy decisions upon the quality of life within a hypothetical state; it can be played manually, wholly by computer, or in some combination. This appendix to the game manual describes in detail the legislative programs used in playing STAPOL, including details on their costs, funding and evaluation. For the game manual see EM 009 782. (RH)

ED 064 867 EM 009 840
Mendelsohn, Harold
The Neglected Majority: Mass Communications and the Working Person.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date Mar 71
Note—95p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cable Television, *Laborers, *Labor Force, Mass Media, Social Problems
Identifiers—*Working Class
Studies have shown that members of the working class are often overworked, underpaid, overtaxed, and unhappy. They tend to be distrustful of new ideas and methods and to rely on their extended families to meet their needs for human contact. One way in which the working class person may have a chance to widen the character of his interactions with society may be through cable television. In order to achieve this breakthrough the communication system must be manned and sustained by persons of ostensible working status backgrounds and interests, thereby giving the cable system credence among its proposed audience and a voice to speak to the outside world. With this system established it may be possible to give working class people a view of the larger world, an understanding of the society in which they live, and a guide to the power they possess to shape society to their needs. The proposed system may also offer simple pleasure-giving entertainment that is better geared to the unique popular culture tastes of working people. (JY)

ED 064 868 EM 009 850
Barrett, Marvin
The Future of News and Public Affairs Broadcasting and Cable TV.
Alfred P. Sloan Foundation, New York, N.Y.
Pub Date Sep 71
Note—79p.; Report of the Sloan Commission on Cable Communications
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Broadcast Industry, Broadcast Television, *Cable Television, Commercial Television, Federal Legislation, *News Media, Press Opinion, *Programing (Broadcast), *Public Affairs Education
Identifiers—CATV, *Sloan Commission on Cable Communications
Two stipulations would allow cable television to provide the best in journalism, informational broadcasting, and the associated public services: first, complete freedom of access, and second, all cable programming should be chosen and paid for by the viewer. Over-the-air broadcasting has regarded informational programming as an "inessential item", to be disposed of whenever profits fail to increase. Television news has been superficial and has failed to take into account the needs and tastes of minority groups. Controversial informational programs have suffered from government criticism and the lack of sponsors. The costs of network programs are enormous. If cable television left payment and access up to the viewer, thereby eliminating the need for censorship, and used low-cost videorecorders and less slick presentation methods, many of the problems of over-the-air news programming could be solved. In order to achieve this goal cable should be granted a modified common carrier status, with a number of free public channels. The remaining channels should be reserved for whatever services the viewer chooses, with no advertising and little regulation beyond maintaining technological standards and keeping competition open. These regulatory preferences should be indicated before the disposition of power is firmly established and resistant to change. (JY)

ED 064 869 EM 009 853
Schrank, Jeffrey
Teaching Human Beings. 101 Subversive Activities for the Classroom.
Pub Date 72
Note—192p.
Available from—Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($7.95)
Document Not Available from EDRS.
Descriptors—*Educational Change, Films, Games, Instructional Media, *Multimedia Instruction, *Relevance (Education), *Self Actualization, Self Concept, Simulation, *Teaching Methods, Teaching Techniques
While educational critics and reformers are asking schools to become the agents of cultural and social change, there are some teaching methods which can be used now, within the existing system, to help students help themselves to grow and learn. This book presents a wide variety of multimedia methods designed to make the best use of currently available materials to stimulate students to think about themselves and their society. Chapters cover sense education, hidden cultural assumptions, violence, drug education, learning about death, and activities to promote "unlearning" of dangerous or self-defeating knowledge. Appended are lists of sources for films and simulation and games. (RH)

ED 064 870 EM 009 864
Gibson, Tony
Experiments in Television.
Educational Foundation for Visual Aids, London (England).; National Committee for Audio-Visual Aids in Education, London (England).
Pub Date 68
Note—64p.
Available from—Visual Education Book Service, 33 Queen Anne Street, London, W1M OAL, England
Document Not Available from EDRS.
Descriptors—*Audio Equipment, Closed Circuit Television, *Educational Television, *Experimental Teaching, Instructional Television, *Production Techniques, Television Teachers, Video Equipment
Identifiers—Great Britain, Hertfordshire
The author describes his work The University of London Goldsmith's College, the Television Research and Training Unit, and the Hertfordshire (England) television experiment. He presents a detailed explanation of a portable "-mini-studio" that he designed to allow a teacher with the aid of an assistant to control the whole televising process. He tells of his experiments in bringing this equipment into classroom situation where he attempted to capture the spontenaity and excitement of a classroom full of noisy children with television cameras and specially developed sound recording equipment. He recounts the results of experiments in which students operated the equipment with a minimum of help from a professional crew. In summing up, he describes the types of learning activities he found most easily televised and suggests ways to improve the use of educational television in the classroom. (JY)

ED 064 871 EM 009 866
Turner, Peter Atkinson, C. R. M.
An Experiment in Closed-Circuit Television at Millfield School.
National Committee for Audio-Visual Aids in Education, London (England).
Pub Date 71
Note—51p.
Available from—Visual Education Book Service, 33 Queen Anne Street, London, WIM OAL, England
Document Not Available from EDRS.
Descriptors—*Closed Circuit Television, Educational Television, *Instructional Television, Production Techniques, Student Participation, Teacher Developed Materials, *Video Equipment, Video Tape Recordings
Identifiers—Great Britain, Millfield School
The Millfield School in Great Britain followed a three-stage six-year plan in developing the use of closed-circuit television in their secondary school. Stage one consisted of the purchase of basic equipment--a videotape recorder, two cameras, two monitors, microphones, tripods, pan and tilt heads, and a video switcher. The closed-circuit program was designed to be run by the teachers rather than television professionals, so that some staff training was necessary. The equipment was used most by the sports department, the remedial education department, and the French department. In the second stage of development twenty hours of videotape were purchased, and a room was set aside for television recording. The addition of ten monitors and a closed-circuit network allowed the system to expand to two channels and to reach more classrooms. The metalwork and engineering department felt that the system was so valuable that they paid to have their classrooms hooked up from their own funds. In the third stage of development a ministudio was improvised, two new cameras were purchased, and a synchronized pulse generator was added. Future plans for the system call for adding a number of monitors and for building a studio especially for television production. (JY)

ED 064 872 EM 009 867
The Training of Teachers and Educational Technology.
National Committee for Audio-Visual Aids in Education, London (England).
Pub Date Jun 71
Note—20p.
Available from—Visual Education Book Service, 33 Queen Anne Street, London, WIM OAL, England
Document Not Available from EDRS.
Descriptors—Audiovisual Centers, *Audiovisual Instruction, *Educational Technology, *Inservice Teacher Education, Instructional Technology, *Teacher Education
The expanding role of educational technology is discussed, and a rationale is put forward for an integrated approach to its use in teaching. The effect of the increased potential of educational technology on the initial training and the inservice training of teachers is examined. A model for the organization of an audiovisual resource center and a model for an advanced course in the use of educational technology are presented. (JY)

ED 064 873 EM 009 912
Gow, John E.
The Need for New-Think in the Speech Profession.
Elmhurst Coll., Ill.
Pub Date Apr 72
Note—15p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communications, Public Speaking, Social Sciences, *Speech Curriculum, *Speech Education, *Teaching Techniques, Tests
Four forces are likely to alter the direction of speech education: science and technology, communication research, the rising cost of college education, and the new value system of youth. As a result of these factors, the following changes in speech education are recommended. The "practical public speaking" emphasis should be subordinated to courses which make use of communications research and which are combined with a social sciences perspective. However, the "-science syndrome"--adopting scientific terms while retaining a traditional approach--should be avoided. Innovative teaching and examinations methods should be adopted. Peer teaching, course construction by students, and use of tape recorders and film equipment are possibilities. A final oral conference, based on discussion with the instructor of several questions prepared in advance, may be better than traditional written tests. (JK)

ED 064 874 EM 009 920
El Barrio; First Revised Version.
California Univ., Berkeley.
Pub Date 12 Jul 71
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cross Cultural Training, Cultural Awareness, *Mexican Americans, *Role Playing, Simulated Environment, *Simulation, *Urban Areas
Identifiers—*El Barrio
El Barrio is a simulation game representing the experience of Chicanos newly arrived in the urban barrio from rural areas. Players try to make friendship ties, avoid trouble with the police, improve their English, get citizenship papers, buy a car, and participate in the payoffs of the system. The game is played through a physical representation of barrio society involving shooting marbles to obtain payoffs or get into trouble. El Barrio is based on research and observation of barrio life for new arrivals and is not intended for Chicanos themselves, who already know how to survive, but rather as an educational tool for those who wish to help, such as teachers, volunteers, police, etc. (The rules of the game, a checklist for the director, questions for discussion afterwards, and a list of materials and how to make them are all included in this document.) (RH)

ED 064 875 EM 009 921
Project REVIS; Research and Evaluation of Vocational Instructional Systems. Final Report of Phase I.
San Diego County Dept. of Education, Calif.
Spons Agency—San Diego County Dept. of Education, Calif.
Pub Date 71
Note—128p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Evaluation, *Evaluation Techniques, *Instructional Systems, *Vocational Education
Identifiers—Project REVIS, *Research Evaluation Vocational Instructional
Project REVIS (Research and Evaluation of Vocational Instructional Systems), completed in June, 1971, had as its objectives such goals as: to assist in the design, development, and evaluation of selected instructional systems in the areas of career orientation, communication, and computation; to identify and evaluate commercially-prepared instructional materials and equipment; to develop and evaluate supplementary instructional materials; to develop a systematic procedure for the evaluation of materials and equipment; to develop and implement a method for disseminating evaluator's findings; and to conduct pilot tests of selected instructional systems. This final report briefly summarizes the accomplishments of Project REVIS, concluding that it was a qualified success, and offers recommendations for changes if the project were to be done again. Appended are a list of Project REVIS committee members, the schedule of activities, instructional material objectives, and final reports and recommendations by teachers. (RH)

ED 064 876 EM 009 922
Richards, William D., Jr.
An Improved Conceptually-Based Method for Analysis of Communication Network Structure of Large Complex Organizations.
Michigan State Univ., East Lansing. Dept. of Communication.
Pub Date Apr 71
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communications, *Informal Organization, Information Theory, *Organization, *Social Structure
Previous methods for determining the communication structure of organizations work well for small or simple organizations, but are either inadequate or unwieldy for use with large complex organizations. An improved method uses a number of different measures and a series of successive approximations to order the communication matrix such that people who talk to each other are near each other in the matrix, liaison individuals between groups can be identified, and small groups within the organization separated. By using lists of the contacts of each individuals instead of a full matrix with many blank elements, the structure of a large and complex organization can be determined within a realistic amount of computer time. (RH)

ED 064 877 EM 009 927
Solomon, Stanley J.
The Film Idea.
Pub Date 72
Note—403p.
Available from—Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, N.Y. 10016
Document Not Available from EDRS.
Descriptors—Aesthetic Education, Creative Expression, Films, *Film Study, Photography, *Production Techniques
The purpose of this book is to examine the nature of the narrative film in regard to those characteristics that distinguish this art form from the other narrative arts. Elements of the film medium are examined for their possibilities for cinematic expressiveness. The major procedures for shaping and organizing a cinematic narrative are discussed, mainly in terms of the historical development of the art form. The theoretical and esthetic implications of various elements of films are also dealt with. (JK)

ED 064 878 EM 009 928
Scholl, Paul A.
Experimental Design of an Objective Verbal-Pictorial Test for Audiovisual Equipment Operations Skills.
Spons Agency—National Science Foundation, Washington, D.C.; Southern Illinois Univ., Carbondale. Office of Research and Projects.
Pub Date Mar 68
Note—12p.; Paper presented at the Department of Audiovisual Instruction (AECT) Annual Convention (Houston, Texas, March 24-29, 1968)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Audiovisual Aids, Audiovisual Instruction, *Criterion Referenced Tests, *Objective Tests, Performance Tests, Projection Equipment, *Student Motivation, Teacher Education, *Test Construction
Instruction of large groups of students in the use of audiovisual (AV) equipment presents a problem when the students' performance can only be evaluated by individual examinations on actual equipment. An attempt was made, therefore, to develop an objective, paper-and-pencil test which would provide the same evaluation. Although students in a basic instructional materials course improved their scores on the objective test between pretest and posttest, the correlations between scores on the objective test and a performance test were very low, even though the correlation was significant for female subjects considered alone. While this attempt to develop an objective test of competence with audiovisual equipment failed, future research might be more successful if care is taken to preserve the normal motivation of the student subjects. (RH)

ED 064 879 EM 009 929
Scholl, Paul A.
Visual Concept Attainment as Affected by Stimulus Complexity and Selected Communicator Strategies.
Pub Date Apr 67
Note—8p.; Paper presented at the Department of Audiovisual Instruction (AECT) Annual Convention (Atlantic City, New Jersey, April 2-6, 1967)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Concept Formation, *Intermode Differences, Pictorial Stimuli, Stimuli, *Stimulus Generalization, *Visual Learning, Visual Stimuli
With the advent of multi-screen capability in multi-media communication centers, it is possible to control the visual learning environment in a number of interesting ways. The basic assumption implicit in the concept of the multiple-image presentation is that it increases learning. A study tested the effect on learning of single- and multiple-image presentations as they related to two levels of stimulus complexity of a series of similar problems and to practice of these problems. Three experimental variables (stimulus complexity, communicator strategy, practice), six stimulus conditions, and 24 treatment combinations were used. Subjects were asked to learn a visual concept and identify it on later slides. Results showed that reducing the number of irrelevant cues, while holding relevant ones constant, reduced the difficulty of learning. Also, practice over a series of similar concept attainment problems had a positive but differential effect over a series of four problems. (JK)

ED 064 880 EM 009 932
Lawler, R. Michael And Others
Selected Instructional Strategies in Computer-Managed Instruction.
Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Pub Date 72
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Comparative Analysis, *Computer Assisted Instruction, *Conventional Instruction, *Intermode Differences, Student Attitudes
A comparison was made between computer-managed instruction (CMI) and conventional instruction (CI) on measures of performance, time and attitude. The sample consisted of 167 undergraduates in a health education course at Florida State University. Of these students, 41 served as a control group and the rest were randomly assigned to one of three CMI treatments, "remedial prescription - forced mastery," "remedial prescription - forced progression," or "forced progression." All students took a pretest, a posttest, and attitude measures before and after the course. For the remainder of the quarter, the CMI students proceeded with their study of appropriate self-instructional materials. When a student felt prepared, he scheduled time on a CMI terminal and was administered the posttest on the module he had completed. Final results showed a general superiority of CMI groups on performance. Of CMI treatments, "forced mastery" students did better than the others. There was no significant difference in attitude among the three modes. Among the CMI groups no significant difference in study time was found. CI students spent 30 hours in the classroom, while CMI students averaged 3.5 hours on the computer. (Author/JK)

ED 064 881 EM 009 934
Caban, Juan Pedro
Eye Movement Preferences As Individual Differences in Learning From Color and Non-Color Pictures.
Pub Date Dec 71
Note—172p.; Thesis submitted to the School of Education of the University of Massachusetts
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Audiovisual Aids, *Color Presentation, Doctoral Theses, *Intermode Differences, Learning Characteristics, *Learning Modalities, *Paired Associate Learning, Visual Learning
An experiment compared the effectiveness of color and non-color (black-and-white) pictures in a paired associate learning task. The study also used individual eye movement quantifications as a predictor of preference for color and non-color pictures. Specifically, eye movement fixation patterns were used as indices of preference for color and non-color visual displays. An exploratory examination of the results of individual eye fixation preference in the experiment suggested that the total subject population could be subdivided into two groups: group A, subjects who looked at color stimulus, non-color response and did not change fixation preference from pre-learning to post-learning test; and group B, all other subjects. In both groups in a synchronous audiovisual presentation, learning was facilitated more by color pictures than by non-color pictures. The preference expressed by eye fixation variables for the two visual presentation modes was not shown to differentially relate to efficiency of learning for the whole population, but the results did support the hypothesis of interaction for the subjects in group B. Prediction of learning success was facilitated by the addition of eye movement variables to more conventional ability predictors and by the addition of color card preference choices to other ability predictors. (JY)

ED 064 882 EM 009 936
Prynne, T. A.
Handbook on Hospital Television.
Educational Resources Foundation, Columbia, S. C.
Pub Date 26 Apr 72
Note—94p.
Available from—Educational Resources Foundation, 2712 Milwood Avenue, Columbia, South Carolina 29205
Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Audiovisual Communication, Audiovisual Instruction, Audiovisual Programs, *Closed Circuit Television, Educational Television, *Health Occupations Education, *Instructional Television, *Medical Education, *Television

Designed for both hospital personnel interested in television and audiovisual personnel entering the medical field, this handbook is a verbal and pictorial survey of what is being done with TV within the medical profession. After an introduction which answers technical questions about medical TV posed during the American Hospital Association's Hospital Television Workshops, the handbook presents an introduction to health science TV for the audiovisual specialist and some examples of visual communications in health sciences education. Then, specific illustrations of hospital TV usage are offered in fields which include administration, anatomy, continuing education and family practice, dentistry, dietary education, endocrinology, microscopy, nursing, obstetrics, ophthalmology, orthopedics, pediatrics, speech therapy, pharmacology, physical therapy, psychiatry, physiology, radiology, religion, surgery, and urology. Included as an appendix are articles of particular concern to those hospitals establishing TV facilities. (Author/SH)

ED 064 883 EM 009 942

Phillips, Mary Alice Mayer

CATV; A History of Community Antenna Television.

Pub Date 72

Note—209p.

Available from—Northwestern University Press, Evanston, Illinois 60201 ($9.75)

Document Not Available from EDRS.

Descriptors—*Cable Television, City Planning, *Community Antennas, Court Litigation, *Federal Court Litigation, *Federal Legislation, Legal Problems, State Legislation

Identifiers—CATV, Community Antenna Television, FCC, Federal Communications Commission

The development of community antenna television (CATV) is traced from its beginnings in various local efforts to bring television to areas of poor reception. The history of federal, state, and municipal regulatory practices and problems are examined, and the potential applications of cable television are discussed in some detail. (JY)

ED 064 884 EM 009 943

Fransecky, Roger B. Debes, John L.

Visual Literacy: A Way to Learn—A Way to Teach.

Association for Educational Communications and Technology, Washington, D.C.

Spons Agency—National Education Association, Washington, D.C.

Pub Date 72

Note—36p.

Available from—AECT Publications, Dept VLC, 1201 16th Street, N.W., Washington, D.C. 20036 ($3.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Audiovisual Aids, Communication Skills, Equipment Evaluation, *Guides, Photographic Equipment, *Photography, Research Needs, *Visual Literacy

An illustrated introductory primer is designed to familiarize educators with the concept of visual literacy and classroom practices which help teach it. Visual literacy is defined, its objectives are explained, and the use of pictures and cameras in literacy programs is explored. Tips for buying cameras for school programs are included. Some visual literacy programs in schools are described briefly. A bibliography and short summary of research findings are presented. (JK)

ED 064 885 EM 009 950

DECUS Proceedings; Fall 1971, Papers and Presentations.

Pub Date Nov 71

Note—272p.; Proceedings of a Symposium (San Francisco, California, November 11-13, 1971)

Available from—Digital Equipment Computer Users Society, Maynard, Massachusetts 01754

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Graphics, *Computers, *Conference Reports, Management Information Systems, Medicine, Physiology, *Programing, Programing Languages, Simulation, *Symposia

Identifiers—Digital Equipment Corporation, *Mini Computers

Papers and presentations at the 1971 symposium of the Digital Equipment Computer Users Society (DECUS) are presented. The papers deal with medical and physiological applications, computer graphics, simulation education, small computer executive systems, management information tools, data acquisition systems, and high level languages. Although many of the papers are highly technical, a sizeable number are discussions of educational applications which are intelligible to the informed layman. (JY)

ED 064 886 EM 009 954

The Video Signal.

TeleMation, Inc., Salt Lake City, Utah.

Pub Date 72

Note—14p.

Available from—TeleMation, Inc., Public Relations Department, P.O. Box 15068, Salt Lake City, Utah 84115 ($1.00)

Document Not Available from EDRS.

Descriptors—*Electronic Equipment, Guides, *Media Technology, Production Techniques, *Television, *Video Equipment

An introductory primer describes in nontechnical terms how a television signal is constructed, how that signal can be measured, and how it can be controlled to produce a sharp picture. The booklet is intended to show beginning television directors, producers, and students how to get the most out of their equipment. Photographs and charts illustrate the ideas. A glossary of television signal terms is included. (JK)

ED 064 887 EM 009 955

Wilhelmsen, Frederick D. Bret, Jane

The War in Man; Media and Machines.

Pub Date 70

Note—122p.

Available from—University of Georgia Press, Athens, Georgia 30601 ($4.50)

Document Not Available from EDRS.

Descriptors—Education, *Mass Media, Politics, *Social Change, *Technological Advancement, Universities, *Western Civilization

The authors present a picture of contemporary man torn by conflicting forces, caught in a psychic house divided against itself, a victim of war between media and machines. Machines, they state, represent the rationalistic tradition which has brought man to the brink of psychic and social disaster. The media they see as offering hope--true individuality, significant community, and actual leisure. Borrowing from psychology, philosophy, sociology, and history, the authors project a synthetic view of man for the 1970s. They predict a revolution in our concepts of education, knowledge, time, work, and politics brought about by the electronic media. Drawing on thinkers as diverse as McLuhan, Marcuse, Freud, and Marcel, they conclude that western man is moving into an age in which the philosophy of culture is essential. (JY)

ED 064 888 EM 009 956

Educational Materials Workshops; Cooperation for Quality Education.

Great Cities Research Council, Chicago, Ill.; National Audio-Visual Association, Fairfax, Va.

Pub Date Apr 72

Note—91p.; Report presented at the Association for Educational Communications and Technology Annual Convention (Minneapolis, Minnesota, April 16-21, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Audiovisual Aids, *Course Objectives, Curriculum Development, English Education, Fine Arts, Guidance Counseling, Guidance Objectives, *Instructional Materials, Instructional Media, Language Arts, Language Instruction, Mathematics Education, Science Education, Social Studies, Special Education, Vocational Education, *Workshops

Producers of educational materials met with school administrators and teachers at workshops in ten cities to explore curriculum needs and ways of providing the most effective instructional materials. This report contains the findings of these cooperative sessions. It is divided into ten sections, one for each school district. Each section presents in outline form a summary of the needs and recommendations which emerged from the workshop. Ways that instructional materials can meet course objectives are stressed. Both general recommendations and specific content needs are presented for these curriculum areas: mathematics; science; social studies; language arts; foreign languages; fine arts; special education; adult, vocational, and practical arts; guidance services; and instructional materials and library services. (JK)

ED 064 889 EM 009 957

Gregory, R. L.

The Intelligent Eye.

Pub Date 70

Note—191p.

Available from—McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036 ($2.95 paperback)

Document Not Available from EDRS.

Descriptors—Biological Influences, *Cognitive Processes, Evolution, Intelligence, Language, *Language Universals, Logic, *Perception, Perceptual Development, Tactual Perception, *Technological Advancement, *Thought Processes, Visual Perception

Based on the premise that perception is a continual series of simple hypotheses about the external world which are built up and selected by sensory experiences, this book explores in detail some of the major findings in perception and speculates about interconnections between sensory experiences, brain function, perception, and language and thought. Topics covered include objects and pictures; reversals and distorting figures; scaling the universe; drawing in two and three dimensional space; pictures, symbols, thought and language; and seeing how things work. Some evidence is offered for the author's suggestion that the brain function man has inherited from his biological past has been fundamentally modified by the uniquely human invention of symbols and that logical problem solving is gradually divorcing man from the way brains work. It is suggested that with technological development, man must adapt to what he is creating or run the risk of creating a world beyond the restraints of his own intelligence. (RH)

ED 064 890 EM 009 958

Filmstaks.

Pub Date 72

Note—31p.

Available from—Filmstaks, Media Book Specialists, 888 Seventh Avenue, Suite 400, New York, N.Y. 10019 ($.50)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Audiovisual Communication, *Booklists, Broadcast Industry, Catalogs, Films, Instructional Materials, *Instructional Media, Mass Media, Media Selection, Media Technology, Photography, Video Cassette Systems

Filmstaks is a service organization for schools and colleges which reviews, recommends, and sells books about the media field. This annotated catalog lists over 450 books which are accessible through Filmstaks under several categories: film, video, photography, music, broadcasting, mass media and multimedia, teacher's and administrator's library, reference, periodicals, and travel. Each entry is listed alphabetically by author under appropriate subcategories, and is provided with a brief annotation, the date of publication, and the price. Information about ordering and about other Filmstaks services is also included. (SH)

ED 064 891 EM 009 959

The Use of Audio-Visual Teaching Materials in Schools in Japan.

Japanese National Commission for UNESCO, Tokyo.

Pub Date 71

Note—124p.

Available from—Japanese National Commission for UNESCO, 4 Kasumigaseki 3-chome, Chiyoda-ku, Tokyo, Japan

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Audiovisual Instruction, Audiovisual Programs, Equipment Maintenance, Media Selection

Identifiers—*Japan

The Japanese National Commission for UNESCO has translated the standard guidebook for the use of audiovisual material in Japanese elementary, lower secondary, and upper secondary schools in Japan. The guidebook discusses the significance of audiovisual teaching materials. It describes the roles and types of audiovisual aids

and offers suggestions on their selection and use. In addition, it gives advice on the management and maintenance of audiovisual teaching materials. (JY)

ED 064 892 EM 009 960
Marshall, Bernice, Ed.
Experiences in Being.
Pub Date 71
Note—317p.
Available from—Brooks/Cole Publishing Company, 10 Davis Drive, Belmont, California 94002 ($4.95)
Document Not Available from EDRS.
Descriptors—*Affective Behavior, Decision Making, *Emotional Experience, Humanities Instruction, *Human Relations, Institutions, *Interaction, Interpersonal Relationship, Sensitivity Training, Sexuality, Technological Advancement, Work Attitudes

A set of essays are subsumed under four broad headings: man as man, man with himself, man with others, and man and his institutions. The essays are personal and concern the authors' feelings in response to himself, others, or the institutions he is part of. Each essay is followed by a discussion about it. The book is described as an application of humanistic, existential principles to the development of an educational process. It is an introduction to process learning, learning in which both thinking and feeling are meaningful and acceptable processes. Among the specific topics are technology, loneliness and love, intimacy and death, prejudice, work, decision making, and sex. (JK)

ED 064 893 EM 009 961
Prophet, Wallace W. And Others
Some Current Issues in the Design of Flight Training Devices.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Naval Training Device Center, Orlando, Fla.
Report No—PP-5-72
Pub Date Mar 72
Note—12p.; Reprinted from 25th Anniversary Commemorative Technical Journal, November 1971, of the Naval Training Device Center
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Aviation Technology, *Equipment Standards, *Flight Training, Military Training, Simulators, Training Objectives

The rationale is developed that training equipment should be selected or designed to furnish what the student needs to know and to be able to do to perform successfully on the operational job. Several considerations relevant to training equipment design from the systems engineering standpoint are examined. Suggested design features based upon particular student learning needs and on student learning characteristics are presented. These include automated instructional functions, performance monitoring, malfunction insertion, variation of task difficulty, student feedback and guidance, flight demonstration, sequencing of maneuvers and mission segments, permanent recording of results, instructor aids, performance playback, audio and visual recording, plotting devices, instructor displays and controls, and trainee controlled instruction. Training equipment design features for particular categories of training objectives and for levels of training (e.g. initial training of aviators vs. trainsition training) are considered. Also discussed is the criticality of the synthetic training program with respect to the total training engineering process. (JK)

ED 064 894 EM 009 963
McIsaac, Donald N. And Others
The Application of Geocoded Data to Educational Problems.
Pub Date 72
Note—68p.; Papers from a symposium presented at the American Educational Research Association Annual Convention (Chicago, Illinois, April 3-7, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Codification, Computer Programs, *Computers, *Data Bases, Data Processing, *Geographic Distribution, *Human Geography, School Planning
Identifiers—*Geocoding

The papers presented at a symposium on geocoding describe the preparation of a geocoded data file, some basic applications for education planning, and its use in trend analysis to produce contour maps for any desired characteristic. Geocoding data involves locating each entity, such as students or schools, in terms of grid coordinates on a surface, and in conjunction with computer techniques has many applications and advantages. (RH)

ED 064 895 EM 009 964
Quinn, Stanley F.
Video Cartridge, Cassette and Disc Player Systems.
Society of Motion Picture and Television Engineers, Inc., New York, N.Y.
Pub Date Oct 71
Note—200p.; Proceedings of a Symposium (Montreal, Quebec, Canada, October 7 & 8, 1971)
Available from—Society of Motion Picture and Television Engineers, 9 East 41 Street, New York, N.Y. 10017 ($6.50)
Document Not Available from EDRS.
Descriptors—*Conference Reports, Films, *Symposia, *Video Cassette Systems, Video Equipment

A symposium held in October 1971 in Montreal examined the new technology of video cassette systems and considered their likely impact on education, industry, and the home. There were four sessions: a perspective session dealt with the social and economic aspects of the new technology, a utilization session discussed plans and experiences of prospective users, and two technical sessions reviewed the technology of storing audio-video information and new information about videoplayer systems. Over twenty papers from the symposium are presented here; the matter of the multiplicity of systems standards receives particular attention in several of the papers. (JY)

ED 064 896 EM 009 965
Durnin, John H. Scandura, Joseph M.
An Algorithmic Approach to Assessing Behavior Potential: Comparison With Item Forms and Hierarchical Technologies.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date 72
Grant—OEG-3-71-0136
Note—47p.; Based on thesis submitted to the University of Pennsylvania
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Branching, *Computer Assisted Instruction, *Criterion Referenced Tests, *Individualized Instruction, Programed Materials, *Test Construction

For individualized or computer assisted instruction, norm referenced testing is inadequate to determine each individual's mastery on specific kinds of tasks. Hively's item forms and Ferguson's stratified item forms, both based on observable characteristics of the problems, and Scandura's algorithmic technology, positing that persons use rules to solve problems and thus that problems should be partitioned on the basis of rules needed to solve them, have been developed to measure individual mastery. This study was designed to compare their effectiveness and efficiency in assessing mastery of column subtraction problems. All three methods were essentially equal in predicting mastery of individual items, but the algorithmic method used far fewer items and thus was more efficient. The item forms technology would seem to have a slight advantage in the ease with which a computer could randomly generate test items, but even items for the algorithmic form can be computer generated, although slightly indirectly. (RH)

ED 064 897 EM 009 969
Leton, Donald A.
Computer Simulation of Reading.
Hawaii Univ., Honolulu.
Pub Date Apr 72
Note—9p.; Paper presented at the American Educational Research Association Annual Convention (Chicago, Illinois, April 3-7, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Programs, *Reading Research, Reading Skills, *Simulation
Identifiers—*Simuread

In recent years, coding and decoding have been claimed to be the processes for converting one language form to another. But there has been little effort to locate these processes in the human learner or to identify the nature of the internal codes. Computer simulation of reading is useful because the similarities in the human reception and perception of orthography and computer input allows such study. Computer simulation enables a more detailed study of the acquisition of reading skills than is possible in laboratory or classroom studies. In previous research a computer program was written to convert the word orthographies appearing in beginning readers to the segmental phonemes which define their oral representation. The computer program "Simuread" has now been extended to a third grade level of reading proficiency. The segmental phonemes are simulated by numerals, which are designated as phoneme equivalents. Program output illustrating the word processing is included here. (JK)

ED 064 898 EM 009 972
McClelland, William A.
Individualized Training and the Training of Individuals.
Human Resources Research Organization, Alexandria, Va.
Report No—PP-24-71
Pub Date Dec 71
Note—12p.; Paper presented at the International Congress, International Association of Applied Psychology (17th, Liege, Belgium, July 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Need, *Aptitude, Computer Assisted Instruction, *Educational Programs, *Individualized Instruction, *Military Training, Programed Instruction, *Training Techniques
Identifiers—APSTRAT, Project IMPACT

Two current instructional research efforts relating to the problem of an individual student's learning and personal needs are reported. Characteristics of individualized instruction (e.g., terminal course objectives, remedial materials, measurement procedures), administrative constraints (e.g., fixed time, cost of equipment, lack of skilled instructors), training strategies and goals are discussed. The APSTRAT (Aptitude Strategies) research involves peer instruction and provides for self-pacing, rapid feedback, and practice. Project IMPACT is an effort to provide the U.S. Army with an effective, efficient, and economical computer-administered instructional system. (Author)

ED 064 899 EM 009 978
Callais, Richard T.
Subscriber Response System; El Segundo Interim Test Report.
Theta-Com, Los Angeles, Calif.
Pub Date 17 May 72
Note—19p.; Paper presented at the National Cable Television Association Annual Convention (Chicago, Illinois, May 17, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Broadcast Industry, *Cable Television, Information Services, Information Systems, *On Line Systems, Televised Instruction
Identifiers—CATV, Subscriber Response Systems

A new cable television system, called the Subscriber Response System (SRS), is being tested prior to a trial installation in El Segundo, California. The components include two bidirectional cables, a computer for processing subscribers' requests, and subscriber terminals to be located in homes or offices. The home terminal includes a three-digit keyboard or a full numeric keyboard with a strip printer. The first phase of testing has showed the full SRS system transmits data with high reliability in the presence of typical or even excessive thermal noise. Tests of the computer and software showed the system can deal with heavy service traffic with an average interrogation response time from 2.4 to 13.3 seconds for 50,000 subscribers. Initial consumer use of the system will be for meter-reading, shopping from the home, reservation services and emergency services. Other services to be tried may include pay TV, interactive education in the home, audience participation programs and off-track betting. (MG)

ED 064 900 EM 009 983
Anderson, Barry D. Greenberg, Edward
Educational Production Functions for Teacher-Technology Mixes: Problems and Possibilities.
Washington Univ., St. Louis, Mo. Program on Application of Communication Satellites to Educational Development.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.
Report No—M-72-2
Pub Date Mar 72
Note—104p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Computer Assisted Instruction, Cost Effectiveness, *Economic Research, *Educational Finance, *Educational Technology, *Instructional Television, Literature Reviews, Teaching Methods

The use of large-scale delivery systems to transmit information and skills to a large number of users at low cost is examined. A systematic review of past and current experiments with educational applications of computers and television is coupled with a study of the social milieu in which public schools can be expected to operate in the near future. The paper is divided into four sections: a general overview of the social conditions which characterize schools today, an overview of the many studies which have been done in the use of television and computers in education, and economic analysis of some of the best studies of media use in order to provide some data about the combinations of media and teacher which could produce a given "educational outcome;" and a summary of findings and implications. The report notes that while it is well established that students can learn from both television and computers, studies have not been done with an eye toward an economic product approach which would allow the determination of the best media-teacher mix to produce a given educational outcome. It is also found that certain aspects of the social milieu of present day education work against the effective use of educational technology. (JY)

ED 064 901 EM 009 984
Niehaus, Carl A.
Utilization of Telecommunications by Academic and School Libraries in the United States.
Washington Univ., St. Louis, Mo. Program on Application of Communication Satellites to Educational Development.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.
Report No—M-72-1
Pub Date Mar 72
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cataloging, *Facility Utilization Research, Facsimile Communication Systems, Information Networks, Interlibrary Loans, Library Automation, Library Cooperation, Library Expenditures, Library Networks, *Library Planning, Medical Schools, Radio, Regional Libraries, *School Libraries, Shared Services, *Telecommunication, Television, Union Catalogs, *University Libraries, Use Studies

As a part of the NASA sponsored program on the application of communication satellites to educational development, a study was made of the utilization of telecommunications by academic and school libraries in the United States and the potential for future utilization by these institutions. The five basic functions performed by all libraries--acquisition, cataloging, storage, retrieval, and circulation control--are identified, and an overview of library cooperation of a general nature not restricted to communication is presented. Applications of telecommunications are then described with respect to interlibrary information interchange and with respect to new uses. School and academic library budgets are discussed, together with the important role played by federal legislation and financial assistance. Current interlibrary communication utilization is described, noting that data communication is potentially an area of considerable value to libraries, but is currently used by only a few. The future of interlibrary communication utilization is projected; medical school libraries are seen as most likely to increase their utilization of data communication in the near future. (JY)

ED 064 902 EM 009 987
Oettinger, Anthony G. Zapol, Nikki
Will Information Technologies Help Learning: An Analysis of Some Policy Issues.
Harvard Univ., Cambridge, Mass. Program on Technology and Society.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Dec 71
Note—104p.; Chapter preprint from a book edited by Carl Kaysen to be published by the Carnegie Commission on Higher Education and McGraw-Hill Book Company
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cable Television, Copyrights, *Educational Policy, *Educational Technology, Facsimile Transmission, Federal Legislation, *Instructional Technology, Libraries, Library Automation, Publishing Industry, *Telecommunication, Universities
Identifiers—CATV, FCC

Thus far, there is little statistical evidence to show that new technologies have had an appreciable impact on the amount of learning that takes place in schools throughout the country. In order to find some of the causes of this lack and to point out policy questions in this area, the author surveys several issues in the field of new information media. He discusses the impact of the new technologies on the universities, and he likens the development of cable television to the founding of the postal service. He examines some of the issues in publishing, noting the lessons to be learned from the development of the publishing industry and tracing the effects of new technologies on the industry. In dealing with the library crisis, he notes that the access to adequate storage and distribution techniques of both print and non-print media will have to be improved if libraries are to thrive. Personal contributions to the "social memory", he notes, are more limited by the new technologies than they were by the advent of pencil and paper. The copyright problems arising from facsimile transmission, dry copying techniques, and cable television are examined in some detail. (JY)

ED 064 903 EM 009 991
Diamond, Robert M.
Syracuse University's Center for Instructional Development; Its Role, Organization, and Procedures.
Syracuse Univ., N.Y. Center for Instructional Communications.
Pub Date Apr 72
Note—25p.
Available from—The Center for Instructional Development, Syracuse University, 115 College Place, Syracuse, New York 13210 ($1.25)
Document Not Available from EDRS.
Descriptors—*Audiovisual Centers, *Instructional Improvement, *Instructional Technology, Universities

A brief report on the Syracuse University Center for Instructional Development is presented which describes the Center's organizational structure and operational procedures. The center combines support services for video, audio, graphics and photographic preparation of materials for instructional use; a research and evaluation unit to assess instructional effectiveness, efficiency and logistics and collect data on student interests and attitudes toward the courses; and a full-time professional development staff responsible for coordinating and implementing instructional development projects. (JY)

ED 064 904 EM 009 994
Educational Radio.
Federal Communications Commission, Washington, D.C.
Report No—R-21-B
Pub Date 72
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agency Role, *Broadcast Industry, *Educational Radio, Government Publications, *Programing (Broadcast), *Radio, *Radio Technology
Identifiers—Federal Communications Commission

Aspects of educational radio covered in this bulletin include a brief history, federal rules and regulations pertaining to it, application procedures, networks and sources of programing, sources of funding, and organizations and government agencies with an interest in educational radio. (JK)

ED 064 905 EM 009 995
Aumente, Jerome
Urban Communications and the University.
Pub Date Apr 72
Note—34p.; Paper presented at the International Communications Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*City Problems, *College Programs, *Communication Problems, *Communications, Community Service Programs, Interdisciplinary Approach, Social Problems
Identifiers—*Livingston College, Rutgers University

Livingston College of Rutgers University, N.J., has established an Urban Communications Teaching and Research Center. Using an interdisciplinary approach, it offers an innovative approach to the study of communications systems in urban society, consolidating course offerings, independent study, internships, community service and research. Its purposes are to examine the existing communications structure in urban areas, to search for alternative formats, to develop critical consumers of information, and to work on communications problems in the urban community. The development of the center, its current projects, and course offerings are described here. (JK)

ED 064 906 EM 009 998
Pincus, Edward
Guide to Filmmaking. Revised Edition.
Pub Date 8 Jul 72
Note—258p.; Original 1969 Paperback Edition available from Signet Books
Available from—Henry Regnery Company, Publishers, Cowles Book Company, Reilly & Lee Books, 114 West Illinois Street, Chicago, Illinois 60610 ($7.95)
Document Not Available from EDRS.
Descriptors—*Film Production, *Films, *Guides, *Photographic Equipment, Photography, *Production Techniques

The intent of this book is to give a fairly precise idea of how much it costs to do various types of films and the way to go about making these films. It is a production manual, including all the information the serious filmmaker will need about the technical side of making movies. The emphasis throughout is on 16mm film, but differences that arise from using 8mm film are also discussed. Topics discussed include film types, the camera, exposure, film raw stock, filming, lighting, the laboratory, problems of color filming, filters, picture editing, preparing for printing, sound, sound recording, synchronous sound, and sound editing. (Author/RH)

ED 064 907 EM 010 001
Proceedings of the Naval Training Device Center and Industry Conference.
Report No—AD-737-226
Pub Date Feb 72
Note—330p.; See also AD-672 567
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-737 226, MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—Computer Assisted Instruction, Display Systems, Human Engineering, *Military Training, Programed Instruction, Simulation, *Simulators, *Symposia, Teaching Machines
Identifiers—Naval Training Device Center

Papers on a variety of technical and training subjects relating to training device technology and training methodology were compiled. These papers were presented at the fifth Naval Training Device Center and Industry Conference held in February 1972. The conference provided a common ground for the exchange of new ideas and discussion of mutual problems. It was part of a continuing program to encourage and develop better liaison between the Naval Training Device Center and the training simulation industry. (Author)

ED 064 908 EM 010 005
Sniecinski, Jozef
Machines That Teach.
Air Force Systems Command, Wright-Patterson AFB, Ohio. Foreign Technology Div.
Spons Agency—Air Force Systems Command, Wright-Patterson AFB, Ohio. Foreign Technology Div.
Report No—AD-733 806
Note—15p.; Edited Translation of Maszyny Matematyczne (Poland) v6 N7/8 P3-6 1970
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-733 806; MF $.95; HC price not given)
Document Not Available from EDRS.
Descriptors—Adult Education, *Computer Assisted Instruction, Computers, *Programed Instruction, *Teaching Machines, *Teaching Methods, Technological Advancement

Identifiers—*Poland
This paper reviews efforts which have been made to improve the effectiveness of teaching through the development of principles of programed teaching and the construction of teaching machines, concluding that a combination of computer technology and programed teaching principles offers an efficient approach to improving teaching. Three different aspects of the combination are considered--informing, controlling, and informing-controlling facilities--and the experimental work being done in Poland on prototypes of teaching machines and on the application of computers for didactic purposes is described. (Author/RH)

ED 064 909 EM 010 011
Abstracts of Technical Reports, July 1970-June 1971.
Naval Personnel and Training Research Lab., San Diego, Calif.
Spons Agency—Office of the Chief of Naval Personnel, Washington, D.C.
Report No—AD-734 396
Pub Date Nov 71
Note—43p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-734 396; MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—*Annual Reports, Computer Assisted Instruction, Human Engineering, Job Training, Military Training, Personnel Management, Professional Training, Programed Instruction, *Technical Reports
Identifiers—*Naval Personnel Training Research Laboratory
Technical reports issued by the Naval Personnel and Training Research Laboratory during Fiscal Year 1971 are listed in this paper under the categories of personnel management, training, or human factors support. Three types of reports are included--technical bulletins for professional research personnel, research reports for operational personnel, and research memoranda for specific consumers--and each is provided with a brief abstract. An author index, a report number index, and a task number index are appended. (RH)

ED 064 910 EM 010 014
Hilliard, Robert L.
Perspective and Prospects for Educational Broadcasting.
Federal Communications Commission, Washington, D.C.
Pub Date 13 Jun 68
Note—15p.; Speech presented to the Institute of Electrical and Electronics Engineers International Conference on Communications (Philadelphia, Pennsylvania, June 13, 1968)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communications, Disadvantaged Youth, *Educational Change, *Mass Media, Radio, *Relevance (Education), Self Actualization, Speeches, Television, Violence
The media have been adapted to serve the administrative and curriculum structures of the present education system, instead of changing education to take advantage of the most effective means of communication today--television and radio. Television and radio must be used to enable the disadvantaged to communicate with the outside world, particularly with white suburbia, and it must also be used to provide urgently needed upgraded formal education for children. Students in the classroom must be freed from the excess time used for factual learning so that they can devote that time to their fulfillment as nonmechanized human beings. If this had been done, perhaps there would not be such an atmosphere of violence and intolerance in the world. There is no problem that is not dependent on communication for optimum solution, and no area that cannot be affected in a positive, humanitarian way by the effective use of communication. Thus, one of the most significant educational investments possible to make today would be to establish a Communications University to provide needed training, education, and services. (RH)

ED 064 911 EM 010 016
Hilliard, Robert L.
Media and Education: A Look At It Like It Is.
Federal Communications Commission, Washington, D.C.
Pub Date 7 Jun 68
Note—11p.; Speech presented to the Association for Supervision and Curriculum Development (Washington, D. C., June 7, 1968)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Youth, Educational Improvement, *Instructional Television, *Mass Media, Relevance (Education), Speeches, *Television
All children today live in an aural and visual world--yet virtually every education program in the country is based on the print world of 50 years ago. Television must be used to provide motivation for children, particularly disadvantaged children, which print cannot--it must provide a socializing situation, make the real world a part of the classroom, provide the problems of the real world as a learning problem, and call the solutions and understanding gained education. White suburbia must also be educated so that free and equal opportunity will be realized. Teachers of all children should be freed from tasks which machines are capable of, and students should use the time they would have spent in rote, factual learning on developing their own potentials and creativity. (RH)

ED 064 912 EM 010 018
Hilliard, Robert L.
Communications and the Urban Crisis: Doing Our Own Thing.
Pub Date 13 Aug 68
Note—15p.; Speech presented to the American Management Association Annual Conference on Education and Training (4th, New York, N.Y., August 13, 1968)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—City Problems, Communication Skills, Disadvantaged Youth, *Educational Improvement, *Educational Technology, *Race Relations, Self Help Programs, Speeches, *Student Needs, Television
The urban crisis has sparked two primary needs: 1) orienting formal education to the aural-visual needs and psychological set of the child, rather than to the outmoded administrative ease of the teacher; and 2) educating the majority society to the needs and problems of minority racial groups. Two efforts to meet the first problem are use of media and audiovisual aids and also proposals to reorganize the school system. An additional help would be the establishment of a communications university which would offer training in all fields needing communications expertise. In order to solve the second problem, whites must help blacks help themselves, rather than thinking that whites can solve black problems on their own. Several examples of whites giving blacks leeway to solve their problems are discussed here. Projects combining efforts of government, industry, education, and the community are most likely to solve the urban crisis. (JK)

ED 064 913 EM 010 019
Frick, Frederick C.
Educational Technology Program. Quarterly Technical Summary Report, September 30 through November 30, 1971.
Massachusetts Inst. of Tech., Lexington. Lincoln Lab.
Spons Agency—Air Force Systems Command, Washington, D.C.
Report No—AD-736 030
Pub Date Dec 71
Note—14p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-736 030; MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Educational Technology, *Man Machine Systems, Microfiche, Military Training, *Teaching Machines, Technical Education
Identifiers—*Lincoln Training System
The first prototype for a teaching experiment at a U. S. Air Force technical training school are described in this report from the Educational Technology Program at M.I.T.'s Lincoln Laboratory. The terminals are part of the hardware for the Lincoln Training System (LTS), combining audiovisual and computer-aided instruction. The report states that the microfiche production facility for the system is in operation and productions of lesson materials for the Air Force trials are proceeding on schedule. (For a related document see also AD-728 211.) (MG/Author)

ED 064 914 EM 010 020
Hilliard, Robert L.
Educational/Public Broadcasting: Universal, Unique, University.
Pub Date 19 Apr 68
Note—29p.; Speech presented to the Annual College Conference of the International Radio and Television Society (New York, N.Y., April 19, 1968)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Youth, *Educational Radio, *Educational Television, Foreign Relations, Higher Education, Public Television, Speeches, *Urban Education
Identifiers—*Communications University, Corporation for Public Broadcasting
The establishment of the Corporation for Public Broadcasting makes possible vast improvements in the educational radio and television system in this country. The two crucial areas for communication are international communication and urban communication. In the urban ghettoes especially, old-fashioned education has left children frustrated and cut off from the world. Yet these children can still be reached by aural and visual means and thus television and radio have great potential. It is essential, however, that television or radio projects not concentrate on the conventional information-education approach, but on motivation, self-understanding, and ego-building identification with the child's background and immediate self. To begin to provide for the crucial communication needs of this country, then, it is essential that we establish a Communications University with the highest academic standards to train professionals and researchers. (RH)

ED 064 915 EM 010 021
Frick, Frederick C.
Educational Technology Program. Quarterly Technical Summary Report, March 31 through May 31, 1971.
Massachusetts Inst. of Tech., Lexington. Lincoln Lab.
Spons Agency—Air Force Systems Command, Washington, D.C.
Report No—AD-728 211
Pub Date 15 Jun 71
Note—18p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-728 211; MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—Computer Assisted Instruction, *Educational Specifications, Holography, Man Machine Systems, Military Training, *Teaching Machines, Technical Education
Identifiers—*Lincoln Training System
The report describes hardware and software development for Lincoln Training System #3 (LTS-3) at M.I.T.'s Lincoln Laboratory. The report provides specifications of an LTS-3 student console, and describes refinements of LTS-3 teaching techniques and lesson materials resulting from a test of the system at a U. S. Air Force technical training school. (MG)

ED 064 916 EM 010 027
Amico, G. Vincent Regan, James J.
Naval Training Device Center 25th Anniversary Commemorative Technical Journal.
Report No—AD-735-487
Pub Date Nov 71
Note—247p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-735 487; MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—Instructional Design, *Military Training, *Simulators, Training
Both the technical history of training devices and the issues which currently confront their design and use are discussed by a group of distinguished scientists and engineers. A blend of human factors and engineering paper reflects the twin thrusts that make up the educational tools that are training device systems. (Author)

ED 064 917 EM 010 029
Barry, Thomas Anthony
CAI-BASIC: A Program to Teach the Programming Language BASIC.
Naval Postgraduate School, Monterey, Calif.
Report No—AD-733-184
Pub Date Sep 71
Note—121p.; Thesis submitted to the Naval Postgraduate School

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-733 184; MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—Branching, *Computer Assisted Instruction, *Computer Programs, *Computer Science Education, Feedback, Programed Instruction, Programing, *Programing Languages, Time Sharing
Identifiers—*BASIC

A computer-assisted instruction (CAI) program was designed which fulfills the objectives of teaching a simple programing language, interpreting student responses, and executing and editing student programs. The CAI-BASIC program is written in FORTRAN IV and executes on IBM-2741 terminals while running under a time-sharing system on an IBM-360-70 computer system. The instructional phase of the program presents the fundamentals of BASIC, which is a simple user-oriented language, in seven lessons. During the instructional sessions, the student is presented with material and, based on his responses to questions, is routed to the next sequence of instructions. The execution phase of CAI-BASIC allows execution of BASIC programs and has an optional debug feature that provides a trace of program variables to aid the student in finding programing errors. In the event of programing errors, the user may enter an edit mode to correct mistakes in his program. Appended are the program and a complete sample session of CAI-BASIC. (Author/SH)

ED 064 918 EM 010 030
Hilliard, Robert L.
How're You Going to Keep Them Down on the Farm After They've Seen TV?
Pub Date 3 Aug 70
Note—12p.; Speech presented to the American Management Association Annual Conference on Education and Training (6th, New York, N.Y., August 3, 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activism, *Communication (Thought Transfer), *Communications, *Educational Change, . Instructional Television, *Mass Media, Relevance (Education), Speeches, *Television

Inadequate educational techniques and systems are the root causes of student dissent; because television has shown them the realities of the outside world students are not willing to accept the insular, isolationist, esoteric irrelevance that is rampant in formal education. Throughout the world, the value of electronic communications is being recognized; it is viewed as a way to reach children and adults in underdeveloped countries and to show them what possibilities exist in the outside world. Communications must be used in terms of its most critical potential: to directly solve social, economic, and political problems of mankind. There should be no question that television can provide learning experiences for the child not otherwise available, and it must be a critical factor in changing education. We are allowing our children to be manipulated and tested and standardized and shut out from meaningful, free-choice, relevant, life-oriented learning because we still permit education to function as if television and communications were peripheral. American education must be reorganized using communications as a base for reaching the youth both in school and at home. (RH)

ED 064 919 EM 010 031
Charp, Sylvia And Others
Improving Training--The State of the Art (Two Review Papers).
Government Studies & Systems, Philadelphia, Pa.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—AD-728-386
Pub Date Jan 71
Note—49p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-728 386; MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—Computer Assisted Instruction, Instructional Technology, Programed Instruction, *Systems Approach, *Teaching Methods, *Training

The systems approach involves defining the system, analyzing the context setting criteria, designing and choosing alternatives using prediction models. The approach can be applied to training (a conceptual model is presented) but further research is needed to develop predictive models. Instructional technology is becoming a reality in the forms of programed instruction, performance objectives, computer applications, and individualized instruction. To benefit from these implementation projects must encompass the whole training system. (Author)

ED 064 920 EM 010 033
Fuller, C. A.
Lasers for Training Devices.
North American Rockwell Information Systems Co., Anaheim, Calif.
Spons Agency—Naval Training Device Center, Orlando, Fla.
Report No—AD-737-658
Pub Date Oct 70
Note—81p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-737 658; MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—*Display Systems, Electronic Equipment, *Lasers, *Optical Scanners, Screens (Displays), *Simulators

A breadboard model of a laser display system is described in detail and its operating procedure is outlined. The system consists of: a Model 52 argon krypton ion laser and power supply; an optical breadboard comprising a pocket cell light modulator, a galvonmeter beam deflector for vertical scanning, a unique multiple reflection beam steerer for horizontal scanning, and projection optics; a consumer television console to provide the video signal; and a rear-projection display screen. The systems exhibits a vertical resolution of about 270 lines and a horizontal resolution of about 100 spots per scan line. (Author)

ED 064 921 EM 010 034
Goldmark, Peter C.
The New Rural Society.
Pub Date 17 May 72
Note—28p.; Paper presented at the National Cable Television Association Annual Convention (Chicago, Illinois, May 17-20, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, *Communication Satellites, Demography, Health Services, *Population Trends, Residential Patterns, *Rural Resettlement, Rural Urban Differences, Telecommunication
Identifiers—Connecticut, Windham Planning Region

The population explosion and the trend to urban-suburban living means that 80% of the nation's population lives on less than 10% of the land. A long-term solution to this problem calls for a total change in our population distribution as well as our life style--and the key to this plan lies in new applications for existing communication technologies. The plan must induce 100 million Americans to remain in or move to rural areas by offering them employment opportunities educational and health services, and social, cultural, and recreational pursuits in these areas. A study is now taking place for developing an undeveloped area around Windham, Conn. If employment opportunities in service industries are developed around Windham, communications technologies can help in these ways: connect the local hospital with large medical centers through two-way broadband circuits, provide adult education via satellites, and provide televised entertainment through satellite. Development of a new rural society where people live where they work would help reduce enormous and increasing needs for fuel and energy. (JK)

ED 064 922 EM 010 035
Gold, Henry C., Ed. And Others
Technology Utilization in a Non-Urban Region: Further Impact and Technique of the Technology Use Studies Center. 2, Final Report.
Southeastern State Coll., Durant, Okla.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.
Report No—NASA-CR-123292
Pub Date May 71
Note—36p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (N72-10988; MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—Information Dissemination, Rural Areas, Rural Development, Technological Advancement, *Technology
Identifiers—*Technology Use Studies Center, Technology Utilization Program, TUSC

The clientele served by the Technology Use Studies Center (TUSC) at Southeastern State College is updated. Manufacturing leads the list of client firms, which include a broad range of industries and a substantial number of colleges and universities. A review of field operations inherent in the functions of dissemination and assistance notes an increasing emphasis on environmental concerns and management. A record is provided of the institutions contacted and the extent of their use of TUSC assistance as well as a discussion of the impact of TUSC and the NASA-sponsored Technology Utilization Program on other public agencies. (Author/JY)

ED 064 923 EM 010 036
Holland, James G. Hoffman, Jeanne S.
The Yoked Control for Assessing Branching Effects: Does Individualization Help?
Pittsburgh Univ., Pa.
Pub Date 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Branching, Comparative Analysis, Educational Research, *Individualized Instruction, Linear Programing, Programing

An experiment investigated whether adapting to individual differences in a finely-graded, single-skill program improved performance. Three types of item sequences were used. The linear group received the program in its original linear sequence. Each member of the branched group entered the program at the point determined by his performance on the branching items. Each yoked subject was paired randomly with a member of the branched group and received the item sequence, including branching items, determined by the performance of his branched partner. The yoked group provided a control for the adapting process. The only difference between the branched and yoked groups was that the item sequences were adaptive to and appropriate for the branched subjects and not for the yoked subjects. The branched and yoked groups did not differ on any of the dependent variables. Thus no gain could be attributed to the adaptive process. The results suggested that the merits of adapting to individual differences should no longer be accepted on face validity. (JK)

ED 064 924 EM 010 037
Morgan, Ross L.
Implications of Training Research for CAI.
Air Force Human Resources Lab., Brooks AFB, Texas.
Report No—AD-733-339
Pub Date Aug 71
Note—12p.; Paper presented at the Conference on Application of Computers to Training (Washington, D.C., February 10-11, 1970)
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-733 339; MF $.95; HC $3.00)
Document Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Computers, *Educational Research, Guidelines, Programed Instruction, *Training

Prior training research for contemporary efforts to exploit computers for training suggests the following precautions: 1) Computer-based training should always be conceived of in such a way that it can be related to what is known about conditions for effective training. 2) No computer offers a training system which is obviously so superior that no evaluation need be made or records kept. 3) Apply the computer not only to training, but also to any functions of the total training process that need automation. 4) Remember that systematic practice with feedback is still the best condition for learning. 5) Don's rely on any one type of research and development effort. (Author/JY)

ED 064 925 EM 010 038
Julien, Daniel J. Monsma, John W.
Teaching Communication to Indian Educators.
Northern Arizona Univ., Flagstaff.
Pub Date Apr 72
Note—30p.; Paper presented at the International Communications Association Annual Convention (Atlanta, Georgia, April 19-22, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Classroom Communication, *Communication (Thought Transfer), Education Courses, Oral Communication, Reservations (Indian), *Teacher Education, Teacher Education Curriculum

A course on communication in the classroom was designed as part of a program to bring education courses, taught by regular university faculty, to Indian reservations, making it possible for an Indian student to continue working while taking courses and to complete his degree in five years. This paper describes the objectives and philosophy of the communication course, the criteria used for student evaluations and the procedures used for teaching the course. Specific objectives for each class are outlined; they include generating an atmosphere of informality, demonstrating that communication is a team process, and explicit instruction in using teaching techniques and aids. Examples of classroom activities for each of the sessions are detailed: human bingo, communication cycle, small group interaction, team building, questioning strategy, central idea and audience analysis, listening, informative speaking, discussion, nonverbal communication, visual aids, library and oral interpretation, persuasion, interviewing, and microteaching. The procedure of each activity, what processes students went through and learned about, and an evaluation of the activity are provided. A final section discusses the results of the course and concludes that it is a successfully way to teach classroom communication to Indians. (RH)

ED 064 926 EM 010 039

Van Campen, Joseph A.

Effectiveness of Various Computer-Based Instructional Strategies in Language Teaching. Final Report, November 1, 1969-August 31, 1970.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Office of Naval Research, Arlington, Va.

Report No—AD-735 964

Pub Date Dec 70

Note—4p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-735 964; MF $.95 HC $3.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Programs, *Language Instruction, Programed Instruction, Programing Languages

Identifiers—PDP 10

Computer software for programed language instruction, developed in the second quarter of 1970 at Stanford's Institute for Mathematical Studies in the Social Sciences is described in this report. The software includes: (1) a PDP-10 computer assembly language for generating drill sentences; (2) a coding system allowing a large number of sentences to be used for a given vocabulary item; (3) a program for listing vocabulary words under their semantic classifications; (4) a string-manipulation language for the PDP-10 to minimize storage requirements for language instructions; (5) a program for using English language statements to locate appropriate information about a second language. (MG)

ED 064 927 EM 010 041

Records Management Handbook; Source Data Automation Equipment Guide.

National Archives and Records Service (GSA), Washington, D.C. Office of Records Management.

Report No—PB-207-789

Pub Date Oct 70

Note—150p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-207 789; MF $.95; paper copy, Office of Records Management, National Archives & Records Service, Washington, D.C. 20408, $3.00)

Document Not Available from EDRS.

Descriptors—*Automation, Computers, Cost Effectiveness, Costs, Data Collection, *Data Processing, Electronic Data Processing, *Electronic Equipment, *Guides, Information Storage, *Recordkeeping, Records (Forms)

Identifiers—*Computer Peripheral Equipment, Records Management

A detailed guide to selecting appropriate source data automation equipment is presented. Source data automation equipment is used to prepare data for electronic data processing or computerized recordkeeping. The guide contains specifications, performance data cost, and pictures of the major types of machines used in source data automation. (Author/JY)

ED 064 928 EM 010 042

Information Regarding Teaching Machines and Programmed Learning.

Toronto Board of Education (Ontario). Research Dept.

Pub Date [72]

Note—6p.; Reissued Out-of-Print document

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Comparative Analysis, *Learning Characteristics, *Programed Instruction, *Teaching Machines, Teaching Methods

This brief review lists the major features of teaching machines and programed instruction. The ideal learning situation has these factors: 1) division of the subject into steps small enough to be grasped immediately; 2) specific, clear, sequential questions; 3) means for the student to proceed at his own pace; 4) means of causing the student to be a constant active participant. Teaching machines meet these qualifications better than the traditional classroom situation. (JK)

ED 064 929 EM 010 043

Educational Television Via Satellite: Studies of Antecedents and Projects, Preliminary Plan. Volume One.

Comision Nacional de Investigaciones Espaciales, Buenos Aires (Argentina).

Report No—N71-33836

Pub Date 70

Note—85p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (N71-33836; MF $.95; HC $3.00)

Document Not Available from EDRS.

Descriptors—*Communication Satellites, *Educational Television

Identifiers—*Argentina, Comision Nacional de Investigaciones Especiales

A proposed satellite-aided educational television (ETV) system for Argentina is described in this Spanish-language report. The requirements and advantages of such a system are discussed, and some other studies of satellite-aided ETV are summarized. International and legal considerations, and problems of integrating existing Argentine TV stations into the proposed system are identified. A preliminary design of a proposed system is presented. (MG)

ED 064 930 EM 010 044

Creedon, Lawrence P. Gillis, Arthur C.

Guide to Media.

Quincy Public Schools, Mass.

Pub Date Mar 72

Note—165p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Audiovisual Aids, *Bibliographies, Communications, Course Objectives, *Evaluation, Guides, Health Education, Instructional Materials Centers, Instructional Media, Language Instruction, Mathematics Education, *Media Selection, Music Education, Physical Education, Science Education, Social Studies, Visual Arts

Audiovisual aids currently in use in the Quincy, Mass., public schools are evaluated in terms of how well they meet performance objectives for a particular course. The materials range from nursery to senior high school level in the curriculum areas of art, music, social studies, communications, science, mathematics, health and physical education, and foreign languages. No print materials are included. Titles are listed by curriculum area, and within that area by performance objective. Condensed versions of the objectives are included with each curriculum section. Evaluations are brief. Each includes maturity level, price (inexpensive, moderate, expensive), general objectives of the item, overall rating based on discipline objective and media criteria, and evaluation of accompanying materials such as a teacher's guide. Also included is a bibliography of books and periodicals which evaluate educational materials produced for children. (JK)

ED 064 931 EM 010 046

Maddux, Rachel And Others

Fiction Into Film; A Walk in the Spring Rain.

Tennessee Univ., Knoxville.

Pub Date Apr 72

Note—239p.

Available from—Dell Publishing Company, Inc., 750 Third Avenue, New York, N. Y. 10017 ($2.45)

Document Not Available from EDRS.

Descriptors—*Film Production, Films, *Film Study, Novels

Rachel Maddux's short novel, "A Walk in the Spring Rain," was adapted into a film of the same title by Sterling Silliphant. Included here are the novel, the screenplay, and an account of the adaptation for the screen. The latter describes both the literary transformation and the production of the film. (JK)

ED 064 932 EM 010 047

Harvard University Program on Technology and Society 1964-1972. A Final Review.

Harvard Univ., Cambridge, Mass. Program on Technology and Society.

Spons Agency—International Business Machines Corp., Cambridge, Mass. Boston Programming Center.

Pub Date 72

Note—285p.

Available from—Harvard Information Office, 1350 Massachusetts Avenue, Holyoke Center, Cambridge, Massachusetts 02138

Document Not Available from EDRS.

Descriptors—Computers, Educational Research, Educational Strategies, Educational Technology, Instructional Technology, Political Socialization, *Social Change, Social Factors, *Technological Advancement, *Technology

Eight years of research by the Harvard University's Program on Technology and Society are summarized. Lengthy abstracts of the 29 books and 164 articles that resulted from the Program, as well as interim accounts of projects not yet completed are presented. The report is divided into four parts; institutions (including business, education, and medicine), political and economic organization, culture and life-style, and technology-society interaction. Several of the abstracts in the education section discuss problems arising from meshing new technologies with old institutions. One study points to institutional changes required before schools can take advantage of new educational technologies. Another discusses the economic and social cost-effectiveness of these technologies. A third argues that the absence of agreed upon educational goals makes educational institutions especially resistant to change. (MG)

ED 064 933 EM 010 048

Gilbert, Leslie A. Wright, Jan W.

Non-book Materials: Their Bibliographic Control.

National Council for Educational Technology, London (England).

Report No—NCET-WP-6

Pub Date 71

Note—84p.

Available from—Councils and Education Press Ltd., 10 Queen Anne Street, London WIM 9LD, England

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Cataloging, Computer Programs, *Educational Technology, Information Dissemination, Information Needs, *Information Services, Information Systems, *Instructional Materials, *Instructional Media

Identifiers—*Non Book Materials

Non-book materials are becoming more and more valued by educators as important resources, to be as readily accessible to teachers and learners as books are--however, the ready accessibility of a document presupposes the existence of an effective information system. This working paper provides a detailed discussion and report on the bibliographic control of non-book educational materials in the United Kingdom and offers a first step in building an effective information service. A first part defines the nature of non-book educational materials covered in the report, while the second part provides a detailed discussion of the present situation of non-book material accessibility. The third part provides a careful and complete presentation of the likely future situation and needs which may arise. Important points are summarized in a concluding section. (SH)

ED 064 934 EM 010 050

Feldman, Edmund Burke, Ed.

Varieties of Visual Experience; Art as Image and Idea.

Pub Date 71

Note—680p.; Revised and enlarged edition

Available from—Harry N. Abrams, Inc., 110 East 59th Street, New York, N. Y. 10022 ($25.00)

Document Not Available from EDRS.

Descriptors—Aesthetic Education, Architecture, Art, *Art Appreciation, Art Expression, Com-

mercial Art, Creative Expression, *Film Study, Fine Arts, Graphic Arts, Nonverbal Communication, Photography, Sculpture, Television, *Visual Arts, *Visual Literacy

Beginning with a discussion of the functions of art, the author traces the various connections between visual forms and the personal, social, and physical dimensions of everyday life. These are examined in the light of the impact art has on psychological expression, social description, the communication of ideology, the design of useful objects, and the organization of the large-scale environment. The styles of art, including objective accuracy, formal order, emotion, and fantasy, are considered. A discussion of the structure of art is divided into three sections--grammar, design, and aesthetics. Four media are examined in detail--painting, sculpture, architecture, and films and television. The discussion of films and televisions stresses the artistic qualities of film and its value for social comment and creative expression. The theoretical and practical problems of art criticism are considered. Two indexes, one of names and works and one of subjects, and a selected bibliography are also included. (JY)

ED 064 935 EM 010 051

Switzer, I.

Computer-Communications Networks and Teletraffic.

Pub Date 5 Apr 72

Note—10p.; Paper presented at the Polytechnic Institute of Brooklyn International Symposium (22nd, New York, N.Y., April 5, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cable Television, Community Antennas, Computers, *Computer Science, Information Systems, Media Technology, Telecommunication

Identifiers—CATV

Bi-directional cable TV (CATV) systems that are being installed today may not be well suited for computer communications. Older CATV systems are being modified to bi-directional transmission and most new systems are being built with bi-directional capability included. The extreme bandwidth requirement for carrying 20 or more TV channels on a frequence-division multiplexed (FDM) basis requires cables to be equalized and provided with repeaters for operation at comparatively high frequencies. The latest CATV systems provide down stream, to-the-subscriber transmission between 50-300 MHz, and up stream from-the-subscriber transmissions between 5-30 MHz. This system design is adequate for TV. However very little data communications experience has been accumulated on CATV; and because of system noise and the absence of system redundancy, reliability in computer communications on CATV may become a major problem. (Author/MG)

ED 064 936 EM 010 053

Pearson, Robert Hardy

A Study of Cost-Effectiveness Analysis with Implication for Instructional Decision-Making.

Pub Date Jan 72

Note—211p.; Thesis submitted to the School of Education of Syracuse University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (microfilm $4.00; HC $10.00)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, Doctoral Theses, *Educational Accountability, *Instructional Design, *Resource Allocations, Surveys

A study was designed to explore what cost-effectiveness methods are being used, determine what differences exist between the methods, and recommend the most appropriate cost-effectiveness analysis method for instructional design. Analysis of questionnaires sent to appropriate institutions led to the finding that cost-effectiveness analyses differ in their level of analysis, analytical process used, and choice of elements in the steps of the standard procedures of cost-effectiveness analysis. A further questionnaire investigated acutal choices and preferences and noted that an analyst actually is restricted to the choice between the tabular display technique and the analytical model technique, with the tabular display technique slightly preferred. (RH)

ED 064 937 EM 010 056

Cinemabilia; Catalogue of Film Literature.

Cinemabilia, New York, N. Y.

Pub Date 72

Note—264p.; Catalogue 4

Available from—Cinemabilia, 10 Cornelia Street, New York, N.Y. 10014 ($2.50)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Booklists, *Catalogs, Film Production, *Films, *Film Study, Photography, Special Effects, Video Tape Recordings

The catalog lists and briefly annotates more than 3,500 current, second-hand, and out-of-print books about film that are available from Cinemabilia, New York City. The catalog is divided into 37 categories. The section on special genre lists works on horror, science fiction, Westerns, and Tarzan films, ranging from "Drums of Fu-Manchu" to "Movie Horses, Their Treatment and Training", and "The Wonderful World of B-Films". A section devoted to film personalities includes some 1,000 entries divided into directors, stars, screenwriters, producers and cameramen. The technique and craft section includes books on special effects for film and videotape. Some 400 novels on which movies were based are listed, from "Ashes of Vengeance" to "The Wolf of Wall Street". A 40-page index lists the authors, producers, stars and others who are referred to in the catalog. (JY)

ED 064 938 EM 010 057

Lubovisk, Gil, Ed.

Cinema Catalogue.

Larry Edmunds Bookshop, Inc., Hollywood, Calif.

Pub Date 72

Note—524p.

Available from—Larry Edmunds Bookshop, Inc., 6658 Hollywood Boulevard, Hollywood, California 90028 ($2.95)

Document Not Available from EDRS.

Descriptors—*Book Lists, *Catalogs, *Film Libraries, *Films, *Film Study

This catalog lists some 14,600 books, magazines, photos and other material related to the film industry that are available from Larry Edmunds Bookshop Inc., Hollywood, Calif. The 488-page catalog is divided into eight sections. The first and largest section is labelled "Literature of the Cinema" and lists books in categories from aesthetics and biographies to sociology and special films. Part two, "Technique of the Cinema," lists works on acting, animation, special effects, directing, make-up, set design and the like. Part three presents foreign language books and magazines. The fourth part lists special materials, autographed books, sheet music and souvenirs. Part five lists periodicals; six describes promotional materials, for example a marquee poster of Victor Mature in "Androcles and the Lion", as well as lobby cards, pressbooks and programs. The seventh section lists books about radio and television, and the eighth is an index of surnames of authors, actors and actresses whose names are in the catalog. (MG)

ED 064 939 EM 010 059

The Camera Cook Book.

Education Development Center, Inc., Newton, Mass.

Pub Date 70

Note—20p.

Available from—Workshop for Learning Things, Inc., 5 Bridge Street, Watertown, Massachusetts 02172

Document Not Available from EDRS.

Descriptors—Class Activities, Films, Photographic Equipment, Photographs, *Photography, *Teaching Methods, *Workbooks

Intended for use with the photographic materials available from the Workshop for Learning Things, Inc., this "camera cookbook" describes procedures that have been tried in classrooms and workshops and proven to be the most functional and inexpensive. Explicit starting off instructions--directions for exploring and loading the camera and for taking the first pictures--are provided first. Next, procedures and materials needed for developing the film are presented in detail, with recipes for developing solution and fixer. Techniques for processing film in the classroom are outlined, and several different printing approaches--none of which require a darkroom--are described. Useful hints about developing and printing conclude the book. (SH)

ED 064 940 EM 010 061

Index to Black History and Studies; Multimedia.

University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date 71

Note—139p.

Available from—National Information Center for Educational Media (NICEM), University of Southern California, University Park, Los Angeles, California 90007 ($9.50)

Document Not Available from EDRS.

Descriptors—*African American Studies, Black Power, *Catalogs, Cultural Awareness, Educational Technology, Films, Filmstrips, *Indexes (Locaters), *Instructional Media, Multimedia Instruction, Negro Literature, *Negro Role, Phonograph Records, Phonotape Recordings, Transparencies, Video Tape Recordings

With current renewed interest in the black man's role and contributions in the settling and development of America, educational institutions and libraries have accelerated their efforts to institute courses of study and programs in the field. This index to black history and studies, retrieved from a computerized data base at the University of Southern California, provides access to information on nonbook media available on the curriculum area in the United States. It is divided into three principal areas: a subject guide to black history and studies, preceded by a subject heading outline and an index to subject headings; an alphabetical guide to black history and studies; and a directory of producers and distributors, including separate alphabetical listings by code and by name. In the subject guide, titles are filed under each heading by media, and information is provided describing audience level and distributor. Information offered for each title listed in the alphabetical guide includes a physical description, a description of the contents, audience or grade level, producer or distributor, year of release, broadcast quality, and series title when applicable. (Author/SH)

ED 064 941 EM 010 062

Broadcast Services; Evolution of Broadcasting.

Federal Communications Commission, Washington, D.C.

Report No—2-B-1-72

Pub Date 72

Note—52p.; Information Bulletin

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Broadcast Industry, *Communications, Educational Radio, *Federal Laws, *Mass Media, Radio, Radio Technology, Television

Identifiers—FCC, Federal Communications Commission

The structure, history, technology and especially regulation of broadcasting in general are summarized in this Federal Communication Commission (FCC) information bulletin. Further specifics of history, technology, structure and regulation are presented for AM radio, FM radio, television, educational broadcasting, and broadcast relay by satellite. (RH)

ED 064 942 EM 010 063

Common Carrier Services.

Federal Communications Commission, Washington, D.C.

Report No—12-C-3-72

Pub Date 72

Note—31p.; Information Bulletin

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communications, Communication Satellites, *Federal Laws, Radio, *Telecommunication, Telephone Communications Industry

Identifiers—Common Carriers, FCC, *Federal Communications Commission

After outlining the Federal Communications Commission's (FCC) responsibility for regulating interstate common carrier communication (nonbroadcast communication whose carriers are required by law to furnish service at reasonable charges upon request), this information bulletin reviews the history, technological development, and current capabilities and prospects of telegraph, telephone (underseas cable), telephone (radio), satellite communications, the communications satellite corporation, telegraph (ocean cable), telegraph (radio), and telephone (wire). (RH)

ED 064 943 EM 010 064

Letter to a Schoolboy.

Federal Communications Commission, Washington, D.C.

Spons Agency—Federal Communications Commission, Washington, D.C.

Report No—R-18-G

Pub Date 71

Note—9p.; Information Bulletin

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Agencies, *Broadcast Industry, Federal Legislation
Identifiers—FCC, *Federal Communications Commission
The report summarizes the work of the Federal Communications Commission (FCC) in regulating the broadcast industry, common carriers and other users of the broadcast spectrum. The report is written in simple non-technical language suitable for grade school children who write the FCC asking for information about its activities. (MG)

ED 064 944 EM 010 065
A Short History of Electrical Communication.
Federal Communications Commission, Washington, D.C.
Report No—7-G-1-72
Pub Date 72
Note—15p.; Information Bulletin
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Agencies, *American History, Broadcast Industry, Federal Legislation, Mass Media, *Telecommunication, *Telephone Communication Systems
Identifiers—FCC, *Federal Communications Commission
Electrical communication progressed rapidly after Samuel Morse demonstrated the telegraph in 1838. Western Union completed the first transcontinental telegraph line in 1861. Five years later the first transoceanic cable was laid. In 1875 A.G. Bell transmitted the first complete sentence heard over wire, and the first Bell telephone company was started in 1878. The first telephones were sold in pairs; the subscriber had to install their own lines. When the early telephone exchanges were built they were manned by young boys. The dial telephone was invented by a Kansas City undertaker in 1889. Radio and telephony developed with the telephone system, and the first radiotelephone linking the U.S. and Europe was established in 1927. The first amplitude modulation (AM) radio station began operating in Springfield, Mass., shortly after World War I, and the first frequency modulation (FM) station was authorized to operate by the Federal Communications Commission (FCC) in 1940. The first television station was authorized by the FCC in 1941 and the first CATV station system began several years later. (MG)

ED 064 945 EM 010 066
Horkheimer, Mary Foley, Ed. *Diffor, John C., Ed.*
Educators Guide to Free Films. Thirty Second Annual Edition.
Educators Progress Service, Inc., Randolph, Wis.
Pub Date 72
Note—800p.
Available from—Educators Progress Service, Inc., Randolph, Wisconsin 53956 ($11.75)
Document Not Available from EDRS.
Descriptors—*Catalogs, *Curriculum Enrichment, Documentaries, Film Libraries, *Films, *Instructional Films, Sound Films
The 32nd annual edition is a complete, cummulative catalog of 4,779 free films, 828 of which were not listed in the previous edition. A table of contents provides a curricular classification of the materials listed, the body of the guide gives full information on each title by curricular area, a title index provides access to any specific listing in the guide, a subject index lists specific subject references alphabetically, a source and availability index provides an alphabetical list of the names and addresses of the film sources together with page references for each item and special directions when required, and a Canadian availability index indicates films available in Canada. Each reference is annotated, and information is provided about title, size and type of film, running time, date of release, terms and conditions of loans, booking time required, probable availability, and name and address of agency. (Author/SH)

ED 064 946 EM 010 067
Community Antenna Television (CATV).
Federal Communications Commission, Washington, D.C.
Spons Agency—Federal Communications Commission, Washington, D.C.
Report No—R-22-D
Pub Date 70
Note—16p.; Information Bulletin
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Agencies, *Broadcast Industry, *Cable Television, *Federal Legislation, Telecommunication
Identifiers—CATV, Community Antenna Television, FCC, *Federal Communications Commission
The number of households hooked up to cable television or community antenna television (CATV) is expanding rapidly, and Federal Communications Commission (FCC) has been developing regulations since 1962 to guide the growth of the industry. By 1965 the FCC had claimed jurisdiction over all CATV systems in the U. S. This jurisdiction was challenged in 1968 and was reaffirmed by the Supreme Court. The same year the FCC proposed new rules regarding which signals could be carried on CATV in certain categories of broadcast markets. In October 1969 the FCC ruled that CATV systems with 3,500 or more subscribers must start originating a significant amount of programing within 18 months. In 1970 the FCC prohibited CATV ownership by telephone companies in their own service areas and by national TV networks. The same year the Commission established new rules about importing distant signals and began an inquiry into how regulatory authority over CATV should be divided among federal, state, and local government. (MG)

ED 064 947 EM 010 068
Burch, Dean
Speech Before NCTA.
Federal Communications Commission, Washington, D.C.
Report No—R-84677
Pub Date 15 May 72
Note—6p.; Speech presented at the National Cable Television Association Annual Conference (Chicago, Illinois, May 15, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Broadcast Industry, *Business Responsibility, *Cable Television, Communications, Community Antennas, *Federal Laws, Mass Media, Speeches, *Telecommunication, Television
Identifiers—CATV, FCC, *Federal Communications Commission
The general intent of the Federal Communications Commission (FCC) with regard to cable television (CATV) is to allow it enough re-broadcasting and importation of signals so that it can get started without giving CATV so much that it injures existing broadcast television or has no incentive to push into non-broadcast, broadband services which are its unique potential. There are many problems still to be worked out, such as a system of copyright compensation for re-broadcast programs; federal, state, or local jurisdictions; over-promising to get franchises; and understanding a maze of rules which may not even work. However, it is clear that the time has come for cable television to begin to act and experiment, using the spirit of the rules--better service for the public-- and not playing games with the letter of the rules. (RH)

ED 064 948 EM 010 069
Eallin, Erik
Models for Selecting Media/Method for the Construction of Teaching/Learning Materials.
Gothenburg Univ. (Sweden). Inst. of Education.
Report No—P-1972:4
Pub Date Apr 72
Note—3p.; School Research Newsletter
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Research, *Individualized Instruction, *Instructional Materials, Media Selection, *Models, *Program Planning, Teacher Role, Teaching Methods
Identifiers—*Sweden
A project is underway which is concerned with the production of models to serve as instruments of guidance in planning teaching materials, particularly those teaching materials which contain components that emphasize the part played by the teacher. Such planning models are necessary for use in contexts of individualization of instruction which take into account the unique contributions and importance of the teacher. Work is proceeding in three stages: the first stage implies the identification of various factors to be included and allotted a functional role in a model; the second stage is composed of linking up the factors to various phases of a planned sequence to produce tentative models; and the third stage is concerned with the confrontation of models with restrictions such as time and money. A planning model based on formative evaluation procedures is also being developed. (SH)

ED 064 949 EM 010 070
McNally, Paul Terence
A Guide to the Practice of Non-Book Librarianship.
Spons Agency—Commonwealth Advisory Committee on Advanced Education, Canberra (Australia).
Pub Date 72
Note—137p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Audiovisual Aids, *Cataloging, Classification, Codification, College Libraries, *Educational Technology, Information Networks, Instructional Materials Centers, *Instructional Media, Libraries, Library Automation, Library Circulation, Library Equipment, Library Services, Library Technical Processes, *University Libraries
To summarize practice in the organization and administration of non-book materials in libraries and to suggest modifications for Australian practice, this guide comprises a procedure manual for handling non-book materials and services in college of advanced education libraries. Sections of the guide cover the range of materials and equipment to be considered; their selection, acquisition, and preparation; bibliographic organization; storage; circulation; equipment; and accommodation. Additional sections detail the various types of non-book materials available and suggest methods for "selling the service" by the librarian. A list of manufacturers, distributors, and sources of information is also included, as well as a selected and annotated bibliography. (SH)

ED 064 950 EM 010 080
Smith, Mortimer And Others
A Consumer's Guide to Educational Innovations.
Council for Basic Education, Washington, D.C.
Pub Date 17 May 72
Note—99p.
Available from—Council for Basic Education, 725 Fifteenth Street, N. W., Washington, D. C. 20005 ($2.50)
Document Not Available from EDRS.
Descriptors—Educational Change, Educational Finance, *Educational Innovation, Educational Planning, Educational Policy, Educational Technology, *Guides, Instructional Technology
Over 35 educational innovations--instructional, organizational, and financial--that have been proposed for American elementary and secondary schools in recent years are briefly reviewed. Innovations are listed in alphabetical order, described, and, where possible, evaluated. A few significant titles are provided for those who wish to explore a subject further. The innovations examined range from accountability, alternative schools, and Black English, to Individually Prescribed Instruction (IPI), open classrooms, merit pay, and middle schools. The book is addressed primarily to parents, but should also be of help to school board members, teachers, and administrators. (JY)

ED 064 951 EM 010 188
Elliott, Richard B., Comp.
WEST; Report of the Second Annual Conference, February 28-March 2, 1972.
Spons Agency—Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.; Western Educational Society for Telecommunications, Provo, Utah.
Pub Date Jun 72
Note—173p.; Proceedings of Annual Conference of Western Educational Society for Telecommunications (2nd, San Francisco, California, February 28-March 2, 1972)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cable Television, *Conference Reports, Educational Radio, Instructional Technology, Instructional Television, Public Television, Radio, Speeches, *Telecommunication, Television
Identifiers—Public Broadcasting Service
The 1972 WEST conference report represents a cooperative project of the Western Educational Society for Telecommunications and the ERIC Clearinghouse on Media and Technology. The conference featured discussions of public television, instructional television, cable television, national educational radio, and national public radio, educational broadcasting, and communica-

tion satellites. Six speeches are presented in full: the keynote address by James Day; a discussion of the Telecommunications Center by the president of the National Association of Educational Broadcasters (NAEB); a review of the state-of-the-art of cable television; a look at the Public Broadcasting Service (PBS) through the eyes of its president and of the general counsel for the President's Office of Telecommunications Policy; and a brief discussion of some of the plans of the University of California for the use of television, auto-tutorial instruction, dial access systems, and computer-aided instruction in part time degree programs. (JY)

ED 064 952 24 EM 010 198
Gerrell, Glen E.
Computer Assisted Instruction of College Physics Students in Small Groups. Final Report.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-F-072
Pub Date Aug 72
Contract—OEC-6-71-0517(509)
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Science, *Computer Assisted Instruction, *Cost Effectiveness, *Group Dynamics, Intermode Differences, Large Group Instruction, *Small Group Instruction

An experiment was performed in a two semester introductory college physics course for non-science majors. The goal of the experiment was to determine the extent to which computer-assisted instruction (CAI) and knowledge of group dynamics can overcome the serious instructional problems of large introductory lecture courses. Students were divided into three sections. Students in one section received the CAI as individual students; students in another section studied in small groups and received the CAI as a group; the third section served as a control group. Academic achievement, attitudinal development, and the sociometry of the students in the test sections were studied. It was found that the students preferred small group instruction. The students studying in small groups sometimes achieved academic results which were superior to the control group; but occasionally the small group produced significantly inferior results. When this happened, the group also demonstrated a significant deterioration in social structure. The small group instruction had a much lower cost per pupil than did the individual use of CAI. It was therefore concluded that a combination of CAI and careful attention to group dynamics may be an effective and economical way to solve the problem of large group instruction in introductory college courses. (JY)

ED 064 953 EM 010 203
Pedone, Ronald J. And Others
Financial Statistics of CPB-Qualified Public Radio Stations: Fiscal Year 1970.
Corporation for Public Broadcasting, Washington, D.C.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—DHEW-Pub-OE-72-143
Pub Date 72
Note—97p.; Educational Technology
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE-5.210:10086; $1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Capital Outlay (for Fixed Assets), *Financial Support, Income, *National Surveys, Operating Expenses, *Radio, *Statistical Surveys
Identifiers—Corporation for Public Broadcasting, Public Radio

Financial statistics for fiscal year 1970 are reported for 91 public radio stations which meet the requirements for CPB (Corporation for Public Broadcasting) general support grants. The statistics are for the aggregate United States, classified by geographic regions and types of licensees. Total income for radio operations for the fiscal year ending June 30, 1970 for the radio stations in the aggregate United States reached almost $9.4 million. The direct operating costs and capital expenditures for radio operations were $8.6 and $1.1 million, respectively. CPB-qualified public radio stations varied widely in their income, operating costs, and capital expenditures. The median amount spent for direct operating costs for radio operations was $74,838. The median amount spent for capital expenditures for radio operations was $2,900. The median income for radio operations was $81,441. The complete statistics are given in tabular form, and are summarized in an expository presentation. (JY)

ED 064 954 24 EM 010 204
Otte, Richard
REACT: Relevant Educational Applications of Computer Technology. CUES: Computer Utility for Educational Systems.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—TR-10
Bureau No—BR-6-2871
Pub Date 31 Jan 72
Contract—OEC-4-7-062871-3059
Note—175p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrator Education, *Computer Assisted Instruction, *Computer Oriented Programs, Computers, *Course Descriptions, Course Evaluation, Inservice Teacher Education, Instructional Materials, *Teacher Education

The testing and revision phase of REACT (Relevant Educational Applications of Computer Technology) and CUES (Computer Utility for Educational Systems) is summarized. REACT is a training course for teachers and administrators designed to familiarize them with the use of computers for instructional and administrative purposes. REACT course materials are designed for hands-on interaction between teachers and administrators and the computer; training is accomplished by a combination of instructional manuals and interaction with a computer. By the end of the contact year every training manual was revised, based on data from in-house tests, consultant reviews, and results from various test sites. Tests showed that the manuals were effective in either self-instruction or group presentation modes. It was found that the greatest need for assistance with the training program always arose during the set-up phase and, after that, any problems that arose could be handled by telephone. This report contains sample units, a sales brochure from the publisher, and a bibliography of books and articles relating to computers and their uses. (JY)

ED 064 955 95 EM 010 205
Twelker, Paul A. Layden, Ken
Educational Simulation/Gaming.
Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 72
Contract—OEC-1-7-070-873-4581
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, *Educational Games, *Games, *Guides, Resource Guides, *Simulation, Teaching Techniques

A simple introduction to the techniques of simulation and gaming is offered, and several simulation/gaming applications are differentiated--non-simulation games, planning exercises, interpersonal simulation games, and large system simulation games. A chart compares various simulation/gaming applications for a large number of learning characteristics. An annotated bibliography lists both basic references and material for more experienced users of simulation/gaming. A directory gives the names and addresses for over 50 groups involved in a simulation/gaming and describes each group's status, activities, level, and focus. (JY)

ED 064 956 24 EM 010 206
EIN Software Catalog.
Interuniversity Communications Council (EDUCOM), Boston, Mass.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-8-0697/Attachment No. 1
Pub Date [72]
Grant—OEG-0-8-080697-4468(007)
Note—623p.; See also EM 010 207, EM 010 208, EM 010 209, EM 010 210, EM 010 211, EM 010 212
EDRS Price MF-$0.65 HC-$23.03
Descriptors—Behavioral Sciences, Biological Sciences, *Catalogs, Computer Oriented Programs, *Computer Programs, Earth Science, Educational Administration, Engineering, *Information Networks, Information Science, *Interinstitutional Cooperation, Library Science, Mathematics, Operations Research, Physical Sciences, *Program Descriptions, Statistics, Technology, Tests
Identifiers—*Educational Information Network, EIN

The EIN (Educational Information Network) is a non-profit operation which coordinates the sharing of educational computing resources. It is administered by EDUCOM and funded jointly by the U. S. Office of Education and the National Science Foundation. EIN maintains a group of contact personnel at member institutions to serve as a liaison between the institution and EIN. Through these persons items of software are offered for distribution. EIN also publishes a catalog of the software which is available through the network. The four-volume catalog contains an alphabetical listing of the participating EIN members that are represented in the catalog by program descriptions; descriptions of each computer facility listed and its general pricing algorithm; abstracts of available programs, subdivided into 13 areas of application; three indexes--by EIN number by descriptive title, and by keyword; and complete descriptions of programs, including user instructions, samples of input and output, and cost estimates. This first volume contains a description of EIN, facilities descriptions, abstracts, and indexes. Volumes two through four contain the complete program descriptions. (JY)

ED 064 957 24 EM 010 207
EIN Software Catalog; Entries, Volume I.
Interuniversity Communications Council (EDUCOM), Boston, Mass.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-8-0697/Attachment No. 1
Pub Date [72]
Grant—OEG-0-8-080697-4468(007)
Note—564p.; See also EM 010 206, EM 010 208, EM 010 209, EM 010 210, EM 010 211, EM 010 212
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Behavioral Sciences, Biological Sciences, *Catalogs, Computer Oriented Programs, *Computer Programs, Earth Science, Educational Administration, Engineering, *Information Networks, Information Science, *Interinstitutional Cooperation, Library Science, Mathematics, Operations Research, Physical Sciences, *Program Descriptions, Statistics, Technology, Tests
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ED 064 958 24 EM 010 208
EIN Software Catalog; Entries, Volume II.
Interuniversity Communications Council (EDUCOM), Boston, Mass.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-8-0697/Attachment No. 1
Pub Date [72]
Grant—OEG-0-8-080697(007)

Note—755p.; See also EM 010 206, EM 010 207, EM 010 209, EM 010 210, EM 010 211, EM 010 212
EDRS Price MF-$0.65 HC-$26.32
Descriptors—Behavioral Sciences, Biological Sciences, *Catalogs, Computer Oriented Programs, *Computer Programs, Earth Science, Educational Administration, Engineering, *Information Networks, Information Science, *Interinstitutional Cooperation, Library Science, Mathematics, Operations Research, Physical Sciences, *Program Descriptions, Statistics, Technology, Tests
Identifiers—*Educational Information Network, EIN
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ED 064 959 24 EM 010 209
Documentation Standards Handbook for EIN Software Catalog, October 1970.
Interuniversity Communications Council (EDUCOM), Boston, Mass.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-8-0697/Attachment No. 2
Pub Date Oct 70
Grant—OEG-0-8-080697-4468(007)
Note—17p.; See also EM 010 206, EM 010 207, EM 010 208, EM 010 210, EM 010 211, EM 010 212
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracts, *Computer Programs, *Documentation, *Information Networks, *Interinstitutional Cooperation, *Program Descriptions
Identifiers—*Educational Information Network, EIN
The Educational Information Network (EIN) enables member colleges, universities, and educational service organizations to share their computational resources among interested constituents. To accomplish this objective, the EIN Software Catalog is published, describing the available resources. The purpose of this handbook is to define the documentation for programs and systems of programs available through EIN. By following the guidelines in the handbook, participating institutions facilitate the listing of their programs in the Catalog. (JY)

ED 064 960 24 EM 010 210
EIN Software Catalog; Entries, Volume III.
Interuniversity Communications Council (EDUCOM), Boston, Mass.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-8-0697/Attachment No. 1
Pub Date [72]
Grant—OEG-0-8-080697-4468(007)
Note—563p.; See also EM 010 206, EM 010 207, EM 010 208, EM 010 209, EM 010 211, EM 010 212
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Behavioral Sciences, Biological Sciences, *Catalogs, Computer Oriented Programs, *Computer Programs, Earth Science, Educational Administration, Engineering, *Information Networks, Information Science, *Interinstitutional Cooperation, Library Science, Mathematics, Operations Research, Physical Sciences, *Program Descriptions, Statistics, Technology, Tests
Identifiers—*Educational Information Network, EIN
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ED 064 961 56 EM 010 211
LeGates, John C. Zafft, Wayne
EIN History and Findings. Final Report, Volume I of II Volumes.
Interuniversity Communications Council (EDUCOM), Princeton, N. J.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-8-0697
Pub Date Jun 72
Grant—OEG-0-080697-4468(007)
Note—149p.; See also EM 010 206, EM 010 207, EM 010 208, EM 010 209, EM 010 210, EM 010 212
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Computer Programs, *Information Networks, *Interinstitutional Cooperation, *Program Descriptions
Identifiers—*Educational Information Network, EIN
Volume one of the two-volume report on the operation of the Educational Information Network (EIN) gives the background, development, and results of the EIN project from its inception in July 1968 to December 1971. EIN attempted to promote the sharing of computing resources at colleges, universities, and educational service institutions across the nation by publishing descriptions of programs available at each member institution along with the name of an EIN representative at the institution in the EIN Software Catalog. The hoped-for result was that casual users would have their programs run at whatever computing facility had the appropriate program available rather than write their own. It was found that the volume of use never reached the desired level. Some of the reasons put forward for this failure were: the use of mail to transfer information and programs among members resulted in slow turn-around time; many members wanted to acquire programs for comparative or teaching purposes rather than to submit a job; it was difficult for the distant user to interact effectively with the computing facility. Chief among the suggestions offered to remediate these and other problems with the Network was the use of a cheap, high-speed electronic access system. (JY)

ED 064 962 56 EM 010 212
LeGates, John C. Zafft, Wayne
EIN Publications, Volume II of II Volumes. Final Report.
Interuniversity Communications Council (EDUCOM), Princeton, N. J.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Bureau No—BR-8-0697
Pub Date Jun 72
Grant—OEG-0-8-080697-4468(007)
Note—172p.; See also EM 010 206, EM 010 207, EM 010 208, EM 010 209, EM 010 210, EM 010 211
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Computer Programs, *Information Networks, *Interinstitutional Cooperation, *Program Descriptions
Identifiers—*Educational Information Network, EIN
Volume two of the two-volume report on the operations of the Educational Information Network (EIN) is made up of a miscellany of the publications of EIN. It includes the draft edition of the Documentation Standards Handbook, various articles, memos, forms, and so forth, presented in strictly chronological order. EIN was designed to coordinate the sharing of computer programs and computing resources among colleges, universities, and educational service institutions across the country. (JY)

ED 064 963 EM 010 213
Boone, Daniel R. Prescott, Thomas E.
Application of Videotape and Audiotape Self-Confrontation Procedures to Training Clinicians in Speech and Hearing Therapy. Final Report.
Denver Univ., Colo. Speech and Hearing Center.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—P-15-2310
Pub Date 15 Jun 71
Grant—OEG-0-70-4758(607)
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Grade Point Average, *Hearing Therapists, *Microcounseling, Phonotape Recordings, Predictor Variables, *Speech Therapists, *Videotape Recordings
A study was conducted on the use of audiotape and videotape self-confrontation techniques in training speech and hearing therapy clinicians. The dissemination phase of the study consisted of a conference held in October, 1970 at the University of Denver entitled "Videotape and Audiotape Confrontation in Clinical Training." The findings and methodologies of the study were presented and a applied to various professional groups throughout the country. The application phase of the project involved training, cataloging, and utilizing all confrontation methodologies. The research phase determined that undergraduate grade point average appeared to be a good predictor of change resulting from each of three self-confrontation procedures: audio-confrontation, audio-video confrontation 10 category system, and audio-video confrontation 19 category system. (JY)

ED 064 964 24 EM 010 214
Walters, David H.
The Development of Simulated Critical Teaching Situations on Video Tape for Use in Instrumental Music Teacher Education. Final Report.
Arizona State Univ., Tempe.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-1-I-006
Pub Date Mar 72
Contract—OEC-9-71-0016(057)
Note—125p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Career Choice, College Students, Educational Research, *Music Education, *Music Teachers, *Simulation, Student Attitudes, Teaching Techniques, *Video Tape Recordings
Identifiers—*Music Teacher Education
A study looked at the effects of simulated encounters with instrumental music teaching problems upon the attitudes of instrumental music majors toward teaching and toward music teaching. Videotapes of critical teaching situations were developed and presented to an experimental group of college music majors workshop. A pretest-posttest control group design was used. The experimental group showed a significant increase in positive attitudes toward pupils and toward teaching careers in music, especially among freshman and sophomore students. A second posttest, administered after a delay of thirty days, revealed no significant differences between the experimental and control groups. On the basis of the study application of simulation techniques and more extensive use of videotape in music teacher education were recommended. (JY)

FL

ED 064 965 FL 002 603
Fillenbaum, Samuel
Psycholinguistics.

Spons Agency—Public Health Service (DHEW), Washington, D.C.
Pub Date 71
Note—58p.; Reprinted from Annual Review of Psychology, Vol. 22, 1971, p251-308
Available from—Annual Reviews Inc., 4139 El Camino Way, Palo Alto, California 94306 ($1.00)
Document Not Available from EDRS.
Descriptors—Auditory Perception, Child Language, Deep Structure, Grammar, Language Development, *Language Research, Language Universals, Linguistic Competence, Linguistic Performance, *Linguistic Theory, Phonology, *Psycholinguistics, *Psychology, Semantics, Speech, Surface Structure, Syntax, Transformation Generative Grammar, Transformation Theory (Language)

This article provides a discussion of current topics in psycholinguistics and of the current research on these problems. The author discusses current thought on the biological foundations of language and the problem of universals. If human language is a species-particular achievement contingent upon a biological endowment, there should be certain characteristics evident in all human languages. In the field of language acquisition, the author discusses the current methodological issues and theoretical perspectives, as well as semantics and syntactic development. In the area of experimental psycholinguistics, the author discusses research activities in speech perception and phonology, syntax, semantics, analysis of word meaning, uses of language, and processing in real time. A bibliography of the literature cited in the article is included. (VM)

ED 064 966 FL 003 098
Sarantos, Robin L.
How Much English Do You Know?
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—14p.; Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, Basic Skills, *Conversational Language Courses, Cultural Education, *English (Second Language), *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
Identifiers—*Quinmester Program

This course, intended for intermediate students of English-as-a-second-language, seeks to identify the needs of students in the areas of comprehension, speech, reading, and writing for the purpose of being able to individually counsel students in Quinmester Programs. Performance objectives are prescribed, including study of fundamentals of county, state, and national government and citizenship. Language content begins with a review of the beginning level material. Emphasis is placed on correct usage of singular and plural nouns; possessive nouns; compound nouns; clauses beginning with "as," "when," "if," "who," "that," and "while;" and regular and irregular verbs in the present, past, and future tenses. Students' vocabulary, written and oral expression, reading comprehension, and pronunciation are reviewed and reinforced. A list of performance objectives and suggested activities are included. (RL)

ED 064 967 FL 003 101
Materials Acquisition Project: Volume 2, Number 7.
San Diego City Schools, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Feb 72
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bilingual Education, Elementary Schools, Fles, History, *Instructional Materials, Instructional Program Divisions, Language Arts, Language Instruction, Natural Sciences, Resource Guides, *Resource Materials, Sciences, Secondary Schools, Social Sciences, *Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish instructional materials listed in this issue of the Materials Acquisitions Project are provided for each entry. Subject categories include social science, language arts, pure science, technology, the arts, literature, and history. Sections on Portuguese and non-book materials are appended. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade level and utilization of materials. Many familiar works included in the compilation have been translated into Spanish. For the companion documents see ED 060 716–ED 060 725 and FL 003 397. (RL)

ED 064 968 FL 003 135
Introductory Spanish: Part 2.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—36p.; Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, Basic Skills, *Conversational Language Courses, Cultural Education, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, *Spanish, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
Identifiers—*Quinmester Program

This course is intended for students who have had some experience in the formal study of Spanish. Performance objectives emphasize development of listening, speaking, and reading skills. Conversation is directed to everyday teenage interests: school, friends, soccer, and clothes. Grammar exercises treating "ser" and "estar" adjectives, and possessives are included. A suggested presentation of basic course content of the "A-LM: Spanish Level 1," revised edition, is appended. (RL)

ED 064 969 FL 003 145
Introductory Spanish, Part 3.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—37p.; Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, Basic Skills, *Conversational Language Courses, Cultural Education, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, *Spanish, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills
Identifiers—*Quinmester Program

Students in this course are expected to expand their aural-oral skills through practice with listening, speaking, reading, and writing exercises. Performance objectives specify minimum competence to be attained in each of these areas. Structural exercises, including substitution and expansion drills, encompasses the contractions of "a" and "el," "de" and "el;" personal "a;" and the present tense of regular verbs. These materials are to be used with the "A-LM: Spanish Level One" first edition materials. It is recommended that students master the Quinmester Program course, "Introductory Spanish 2" (7503.32) before beginning this course. (RL)

ED 064 970 FL 003 149
Introductory Spanish: Part 3.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—34p.; Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Skills, Basic Skills, *Conversational Language Courses, Cultural Education, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, *Spanish, Teaching Guides, Textbooks, Verbs, Vocabulary Development, Writing Skills
Identifiers—*Quinmester Program

These Quinmester Program materials are intended for students developing the basic skills of reading, writing, speaking, and listening. Performance Objectives are outlined and structural exercises treating "-e" and "-i" verbs, "conocer," "poner," "saber," "salir," "oir," "tener," and "-venir" are provided. Students are also required to write original dialogues in this course. Reference materials are listed. (RL)

ED 064 971 FL 003 201
Ohala, John J.
Aspects of the Control and Production of Speech.
California Univ., Los Angeles. Dept. of Linguistics.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; Office of Naval Research, Washington, D.C.
Pub Date Apr 70
Note—195p.; In "Working Papers in Phonetics 15," Revised version of doctoral dissertation
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Acoustic Phonetics, Artificial Speech, Auditory Perception, Cognitive Processes, Distinctive Features, Experiments, Intonation, Language Patterns, *Language Research, Linguistic Theory, Neurolinguistics, *Phonetics, Phonology, *Physiology, Psycholinguistics, Psychology, *Research Methodology, *Speech, Speech Pathology

The dominant trend in phonetics today--due to a large extent to generative phonology--is to discover the brain mechanisms underlying the observed behavior in speech. Among other things there is interest in attempting to find out how motor programs are stored latently, selected, activated into muscular contractions, controlled, and tailored for optimum communication. Chapter 1 discusses research thought and methodology in phonetics and expresses the need for constant empirical feedback in all stages of the development of models of these processes. Chapter 2 attempts to shed light on the mechanisms speakers use to control the fundamental frequency of phonation in speech. Chapter 3 considers arguments, evidence, and experimental techniques relevant to discovering certain possible brain mechanisms underlying observed speech behavior. Two issues are covered: the possible role of feedback in speech and how the timing of gestures in speech is controlled. (Author/VM)

ED 064 972 FL 003 203
Say It Different!
North Tonawanda Public Schools, N. Y.
Pub Date May 72
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cultural Education, French, German, Instructional Program Divisions, *Language Instruction, *Language Programs, *Modern Languages, Program Development, *Secondary School Students, Spanish, *Student Motivation

This booklet is intended to acquaint potential secondary school students of foreign languages and their parents with the purpose of studying a second language and the benefits which derive from such study. Questions and answers are given in the following sections: (1) Why Should You Study A Foreign Language?; (2) Should You Study A Foreign Language?; (3) How Will You Learn A Foreign Language?; (4) What to Do With Your Foreign Language Ability; and (5) How Parents Can Help Their Children Learn A Foreign Language. (RL)

ED 064 973 FL 003 219
Fisher, John H., Comp. *Achtert, Walter S., Comp.*
1970 MLA Abstracts of Articles in Scholarly Journals, Volume I: General, English, American, Medieval and Neo-Latin, Celtic Literatures; and Folklore.
Modern Language Association of America, New York, N.Y.
Pub Date 72
Note—162p.
Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 ($4.00)
Document Not Available from EDRS.
Descriptors—*Abstracts, American Literature, *Bibliographies, Classical Literature, English Literature, Folk Culture, Latin, Latin Literature, *Literature, Medieval Literature, *Modern Languages, *Reference Materials

The first volume of an annual series following the arrangement of the "MLA International Bibliography" includes sections on General, English, American, Medieval and Neo-Latin, Celtic literatures, and Folklore. A classified collection of 1,744 brief abstracts of journalarticles on the modern languages and literatures to be used in conjunction with the annual "Bibliography" is provided in the three volume set. Most items for which abstracts appear in this volume are indicated by an asterisk preceding the item number in the appropriate volume of the "1970 MLA International Bibliography". The MLA Abstracts System is intended to supplement the listings in the annual "Bibliography" and thus provide for

the scholar and student additional access to current scholarship. As the abstracts volumes contain neither cross-references nor author indexes, it is essential that they be used in conjunction with the "bibliography". A table of journal acronyms is included. (RL)

ED 064 974 FL 003 242
Carney, Helen K.
Students Make the Scene.
Pub Date Apr 72
Note—16p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages, Chicago, Illinois, April 6-8, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Imagination, *Language Instruction, Literary Analysis, *Modern Languages, *Poetry, Second Language Learning, Student Attitudes, *Student Motivation, Teacher Attitudes, Teaching Methods, *Teaching Techniques, Vocabulary Development
Central to this article is the belief that students learn best when permitted to exercise their imagination while studying foreign-language literary works. A teaching technique, demonstrating the author's approach to poetry and vocabulary expansion, emphasizes the active role students play in utilizing new vocabulary. Examples of how students may exercise their imagination are drawn from several selected poems. (RL)

ED 064 975 FL 003 263
Informacion Bibliografica Educativa, N. 1 (Educational Bibliographic Information, N. 1).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Pub Date Aug 71
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographies, Clearinghouses, Computers, Educational Experiments, *Educational Improvement, Educational Objectives, Educational Planning, *Educational Problems, *Educational Research, *Information Services, *International Education, Spanish, Teacher Education
Identifiers—*Colombia
This document discusses some considerations in the development of a system for educational documentation and information in Colombia. There is a need for a national policy of educational documentation to insure cooperation among various institutions involved in the task. The three main objectives are documentation and information for teacher education and development, information concerning educational experiments and information for educational planning. Remarks on the use of computers and on international cooperation are included. The document contains a section announcing meetings and activities in education. A bibliography of recent acquisitions on specific educational topics is included. (VM)

ED 064 976 FL 003 264
Dorrego, Maria Elena
Caracteristicas de la Instruccion Programada como Tecnica de Enseanza (Characteristics of Programed Instruction as a Teaching Technique).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Report No—ICOLPE-49-CENDIP-6-VIII-71
Pub Date 24 Aug 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Autoinstructional Aids, Behavior Theories, Branching, *Computer Programs, Conditioning, Educational Objectives, Instructional Materials, Learning Theories, Linear Programing, *Programed Instruction, *Psychology, Reinforcement, *Teaching Methods, Teaching Techniques, Vocational Education
This discussion of programed instruction begins with the fundamental psychological aspects and learning theories behind this teaching method. Negative and positive reinforcement, conditioning, and their relationship to programed instruction are considered. Different types of programs, both linear and branching, are discussed; criticism of the various types is included. A section on program preparation and materials needed is provided. A bibliography is included. (VM)

ED 064 977 FL 003 265
Schmalohr, Emil
Posibilidades y limites de un fomento cognitivo temprano (Possibilities and Limits of Early Cognitive Development).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Report No—58-CENDIP-7-X-71
Pub Date 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Arithmetic, *Cognitive Development, Cognitive Processes, Concept Formation, Culturally Disadvantaged, Early Childhood, *Early Childhood Education, Early Reading, Educational Experiments, Educational Research, Interaction, *Language Development, *Learning Theories, Perception, Preschool Children, *Preschool Education, Preschool Learning, Teaching Methods
This article discusses preschool education and the research conducted in that field on various relevant topics in an effort to establish recommendations and programs. Cognitive development is the main issue and is seen as a product of maturation as well as of a broad base of experience which results from interaction between the mind and the surrounding environment. Research concerning cognitive development in relation to language development, arithmetical development, and early reading is discussed. Considerations for preschool programs are presented. (VM)

ED 064 978 FL 003 266
Suarez Villa, Diego
Proyecto de Ley por el Cual se Dicta el Estatuto General de Educacion y Pliego de Modificaciones Propuesto (Bill Establishing a General Statute for Education and Explanation of Proposed Modifications).
Senado de la Republica, Bogota (Colombia).
Pub Date 17 Nov 71
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Administration, *Educational Finance, Educational Improvement, *Educational Legislation, *Educational Objectives, Educational Planning, *International Education, Teacher Qualifications
Identifiers—*Colombia
This document contains the 1971 Colombian education bill and suggested bill modifications. The bill states educational objectives and establishes the structure of the national education system, the organization for educational administration, financing procedures, regulations for educational personnel, and the means for implementing the provisions. (VM)

ED 064 979 FL 003 267
Personal Docente del Nivel Primario. Series Estadisticas Basicas: Colombia (Teaching Personnel in Primary Schools. Basic Statistics Series: Colombia).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Report No—EB-1
Pub Date 71
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*International Education, *National Surveys, Personnel Data, *Primary Education, School Personnel, Spanish, State Surveys, *Statistical Data, Tables (Data), Teacher Certification, Teacher Distribution, *Teacher Education, Teacher Qualifications, Teacher Supply and Demand
Identifiers—*Colombia
This document provides statistical data on the distribution and education of teacher personnel working in Colombian elementary schools between 1940 and 1968. The statistics cover the number of men and women, public and private schools, urban and rural location, and the amount of education of teachers. (VM)

ED 064 980 FL 003 268
Personal Docente del Nivel Primario. Series Estadisticas Basicas, Nivel Educativo: Caldas (Teaching Personnel in Primary Schools. Basic Statistics Series, Level of Education: Caldas).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Report No—EB-7; ICOLPE-21-IE-16-IV-71
Pub Date Apr 71
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*International Education, Personnel Data, *Primary Education, School Personnel, Spanish, *State Surveys, *Statistical Data, Tables (Data), Teacher Certification, Teacher Distribution, *Teacher Education, Teacher Qualifications, Teacher Supply and Demand
Identifiers—*Colombia
This document provides statistical data on the distribution and education of teaching personnel working in the elementary schools of Caldas, Colombia, between 1958 and 1967. The statistics cover the number of men and women, public and private schools, urban and rural location, and the amount of education of the teachers. For overall statistics in Colombia, see FL 003 267. (VM)

ED 064 981 FL 003 269
Personal Docente del Nivel Primario. Series Estadisticas Basicas, Nivel Educativo: Cauca (Teaching Personnel in Primary Schools. Basic Statistics Series, Level of Education: Cauca).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Report No—EB-8; ICOLPE-22-IE-17-IV-71
Pub Date 71
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*International Education, Personnel Data, *Primary Education, School Personnel, Spanish, *State Surveys, *Statistical Data, Tables (Data), Teacher Certification, Teacher Distribution, *Teacher Education, Teacher Qualifications, Teacher Supply and Demand
Identifiers—*Colombia
This document provides statistical data on the distribution and education of teaching personnel working in the elementary schools of Cauca, Colombia, between 1958 and 1967. The statistics cover the number of men and women, public and private schools, urban and rural location, and the amount of education of the teachers. For overall statistics in Colombia, see FL 003 267. (VM)

ED 064 982 FL 003 270
Personal Docente del Nivel Primario. Series Estadisticas Basicas, Nivel Educativo: Cordoba (Teaching Personnel in Primary Schools. Basic Statistics Series , Level of Education: Cordoba).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Report No—EB-9; ICOLPE-23-IE-18-IV-71
Pub Date Apr 71
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*International Education, Personnel Data, *Primary Education, School Personnel, Spanish, *State Surveys, *Statistical Data, Tables (Data), Teacher Certification, Teacher Distribution, *Teacher Education, Teacher Qualifications, Teacher Supply and Demand
Identifiers—*Colombia
This document provides statistical data on the distribution and education of teaching personnel working the elementary schools of Cordoba, Colombia, between 1958 and 1967. The statistics cover the number of men and women, public and private schools, urban and rural location, and the amount of education of the teachers. For overall statistics in Colombia, see FL 003 267. (VM)

ED 064 983 FL 003 271
Fermin Mignone, Emilio And Others
Bases para el Curriculum del Primer Ciclo de las Escuelas de Nivel Intermedio (Bases for the First Term Curriculum in Intermediate Schools).
Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro National de Documentacion e Informacion Educativa.
Pub Date 71
Note—463p.
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Curriculum Design, Curriculum Development, *Curriculum Guides, Educational Improvement, *Educational Objectives, *Educational Planning, Guidelines, *Intermediate Grades, International Education, Learning Activities, Teaching Methods
Identifiers—*Argentina
This curriculum guide for intermediate schools in Argentina begins with a discussion of the historical development of such schools and of their place in the overall educational scheme.

The section on the curriculum provides detailed information on objectives, content, and activities; philosophical, political, sociological, methodological, and psychological foundations; basic principles; interaction; subject matter and areas of study; educational services, resources, equipment, and material; and criteria for educational planning. A glossary and general bibliography are included. (VM)

ED 064 984 FL 003 285
Personal Docente del Nivel Primario. Series Estadisticas Basicas, Nivel Educativo: Huila (Teaching Personnel in Primary Schools. Basic Statistics Series, Level of Education: Huila).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Report No—EB-13; ICOLPE-27-IE-22-IV-71
Pub Date Apr 71
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*International Education, Personnel Data, *Primary Education, School Personnel, Spanish, *State Surveys, *Statistical Data, Tables (Data), Teacher Certification, Teacher Distribution, *Teacher Education, Teacher Qualifications, Teacher Supply and Demand
Identifiers—*Colombia
This document provides statistical data on the distribution and education of teaching personnel working in the elementary schools of Huila, Colombia, between 1958 and 1967. The statistics cover the number of men and women, public and private schools, urban and rural location, and the amount of education of the teachers. For overall statistics in Colombia, see FL 003 267. (VM)

ED 064 985 FL 003 286
Personal Docente des Nivel Primario. Series Estadisticas Basicas, Nivel Educativo: Narino (Teaching Personnel in Primary Schools. Basic Statistics Series, Level of Education: Narino).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Report No—EB-16; ICOLPE-30-IE-25-IV-71
Pub Date Apr 71
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*International Education, Personnel Data, *Primary Education, School Personnel, Spanish, *State Surveys, *Statistical Data, Tables (Data), Teacher Certification, Teacher Distribution, *Teacher Education, Teacher Qualifications, Teacher Supply and Demand
Identifiers—*Colombia
This document provides statistical data on the distribution and education of teaching personnel working in the elementary schools of Narino, Colombia, between 1958 and 1967. The statistics cover the number of men and women, public and private schools, urban and rural location, and the amount of education of the teachers. For overall statistics in Colombia, see FL 003 267. (VM)

ED 064 986 FL 003 288
Parot, Jean Jacques
Matematica Actual: Libro del Professor (Modern Mathematics: Teacher's Manual).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Report No—ICOLPE-15-IE-10-IV-71
Pub Date 71
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Concept Formation, Early Childhood Education, *Educational Games, Instructional Materials, International Education, Kindergarten, *Learning Activities, *Logic, Mathematical Concepts, *Number Concepts, *Preschool Education, Spanish Speaking, Teaching Guides, Teaching Methods
This document suggests learning activities for kindergarten children to develop skills of basic reasoning and numerical calculation that the children will be using throughout life. This teacher's guide provides a list of games and activities and discusses the relationship between the games and their themes and their intended educational objectives. The games begin with basic identification problems and grow in complexity through working with numbers with different bases and learning and writing digits to developing the tools necessary for introducing addition. (VM)

ED 064 987 FL 003 289
Parot, Jean Jacques
Actualizacion Matematica, AM-1 (Modernizing Mathematics, AM-1).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Report No—ICOLPE-1-IE-1-1-71
Pub Date 71
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstract Reasoning, *Cognitive Processes, *Early Childhood Education, Educational Games, Elementary Education, *Elementary School Mathematics, Instructional Materials, International Education, *Learning Activities, Logic, Mathematics Curriculum, Preschool Children, Spanish, *Teaching Methods
Identifiers—*Colombia
This document, based on mathematical research conducted by the Instituto Colombiano de Pedagogia, is the first in a series of scheduled publications designed to report recent findings to teachers and to offer new methodological guidelines in teaching math. This document suggests elementary-level learning activities for helping the students develop thinking processes and powers of generalization and abstraction through the observation of concrete objects. The materials used initially are sets of "logic blocks" of various sizes, colors, shapes, and weights. The learning activities seek to develop a sense of logic and spatial organization. The document is not intended as a textbook but rather as a report to bring elementary school mathematics teachers up to date on current ideas. (VM)

ED 064 988 FL 003 290
Penaloza, Miguel
Actualizacion linguistica, AL-1 (Current Linguistics, AL-1).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Report No—ICOLPE-10-EA-8-III-71
Pub Date 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Applied Linguistics, Cognitive Processes, *Early Childhood Education, Educational Games, Educational Strategies, Instructional Materials, International Education, Language Instruction, *Learning Activities, *Logic, Preschool Children, Primary Grades, *Spanish, *Teaching Methods
Identifiers—*Colombia
This document, the first in a series called "Actualizacion Linguistica," seeks to establish the bases for testing a new methodology for teaching Spanish to Colombia beginning at the preschool and primary levels. The methodology initially uses a system of "logic blocks" of differing size, color, shape, and weight to devise games designed to develop the child's sense of logic and lead him to more complex mental processes and to abstraction through the observation of concrete objects. The logic games, carried over to the Spanish class, teach the child to use the logical tools necessary for thinking about and organizing speech and provide the child with linguistic knowledge in a systematic way, with the assurance that such knowledge is useful. Examples of learning activities based on this method are also described. A bibliography is included. (VM)

ED 064 989 FL 003 297
Guia para Presentar Solcitudes de Financiacion de Investigaciones (A Guide to Requesting Financial Aid for Research).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Report No—ICOLPE-38-IE-30-VI-71
Pub Date 71
Note—27p.; Serie Investigaciones 1
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Objectives, Educational Planning, Educational Policy, *Educational Research, *Financial Support, *Government Role, *Guidelines, International Education, Research Needs, *Research Proposals, Spanish Speaking
Identifiers—*Colombia
This booklet describes the procedures and requirements to be observed when financial support for education research is requested from the Instituto Colombiano de Pedagogia (ICOLPE), an educational improvement agency established by the Colombian government in 1968. The educational priorities for research are listed along with the rules and format for presenting requests and research and budget proposals. (VM)

ED 064 990 FL 003 298
Lawrence, Mary S.
Writing as a Thinking Process.
Michigan Univ., Ann Arbor. English Language Inst.
Pub Date 72
Note—204p.
Available from—University of Michigan Press, Ann Arbor, Mich. 48106 ($3.95)
Document Not Available from EDRS.
Descriptors—*Cognitive Processes, Composition Skills (Literary), *English (Second Language), Expository Writing, Grammar, Instructional Materials, Language Instruction, Paragraph Composition, Semantics, *Teaching Methods, *Textbooks, Thought Processes, Vocabulary Development, Writing Exercises, *Writing Skills
This text is designed for students of English as a second language for intermediate and advanced levels of proficiency. The text is based on an approach to writing which is semantic and cognitive. Providing for active transfer of each student's knowledge of vocabulary and grammar, it bridges the gap between controlled writing and free writing. Semantic in emphasis, this system of teaching composition focuses on writing as a means of communication. The writing practice is concerned with meaning, both in content and through relationships. The cognitive method treats writing, not as an end-product to be evaluated and graded, but as an activity, a process, which the student can learn how to accomplish. Pedagogically, it relies on active thinking, that is, on a conscious awareness of the intellectual process. It capitalizes on the students' ability to think inductively and on the cognitive skills they already have. Students are to be aware of the cognitive methods they are utilizing and be able to identify them. (Author)

ED 064 991 FL 003 346
Fisher, John H., Comp. Achtert, Walter S., Comp.
1970 MLA Abstracts of Articles in Scholarly Journals, Volume II: French, Italian, Spanish, Portuguese and Brazilian, German, Literatures.
Modern Language Association of America, New York, N.Y.
Pub Date 72
Note—67p.
Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 ($4.00)
Document Not Available from EDRS.
Descriptors—*Abstracts, African Literature, *Bibliographies, French, German, Greek Literature, Italian, *Literature, *Modern Languages, Non Western Civilization, Portuguese, *Reference Materials, Romance Languages
The second volume of an annual series following the arrangement of the "MLA International Bibliography" includes sections on European, Asian, African, and Latin American literatures. The classified collection of 1,744 brief abstracts of journal articles on the modern languages and literatures to be used in conjunction with the annual "Bibliography" is provided in the three-volume set. Most items for which abstracts appear in this volume are indicated by an asterisk preceding the item number in the appropriate volume of the "1970 MLA International Bibliography". The MLA Abstracts System is intended to supplement the listings in the annual "Bibliography" and thus provide for the scholar and student additional access to current scholarship. As the abstracts volumes contain neither cross-references nor author indexes, it is essential that they be used in conjunction with the "Bibliography". A table of journal acronyms is included. (RL)

ED 064 992 FL 003 358
Meserole, Harrison T., Comp.
1970 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures, Volume II: General Romance, French, Italian, Spanish, Portuguese and Brazilian, Romanian, General Germanic, German, Netherlandic, Scandanavian, Modern

Greek, Oriental, African, and East European Literatures.
Modern Language Association of America, New York, N.Y.
Pub Date 72
Note—306p.
Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 ($8.00)
Document Not Available from EDRS.
Descriptors—African Languages, Authors, Bibliographic Citations, *Bibliographies, Citation Indexes, German Literature, Indo European Languages, *Information Retrieval, Language Classification, *Languages, Literary Criticism, *Literature, Literature Guides, *Reference Materials, Romance Languages, Slavic Languages, World Literature

Volume 2 of the four-volume, international bibliography contains 16,256 entries referring to books, Festschriften, analyzed collections, and articles which focus on European, Asian, African, and Latin American literatures. Nearly all the entries refer to 1970 publications. The master list of the nearly 1,500 periodicals from which the entries are derived is furnished at the beginning of the volume with a table of abbreviations. A section on general Romance literature subclassifies French and Provencal, Italian, Spanish, Portuguese and Brazilian, and Romanian literatures. The general Germanic grouping includes sections on German, Netherlandic, and Scandinavian literatures. The remaining categories classify works on Modern Greek, Oriental, African, and East European literatures. A computer-generated index of authors concludes the bibliography. Abstracts of selected, starred entries appear in a supplementary volume. (RL)

ED 064 993 FL 003 363
Mullen, Dana
LEREC: Learning English as a Second Language through Recreation.
Saskatchewan NewStart, Inc., Prince Albert.
Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).
Pub Date 72
Note—263p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—American Indians, Bilingual Education, Children, *Educationally Disadvantaged, *English (Second Language), Language Development, Language Fluency, Language Programs, Learning Activities, *Oral English, *Recreational Programs, Second Language Learning, Self Concept, *Teaching Methods
Identifiers—*Saskatchewan NewStart

LEREC (Learning English as a Second Language through Recreation) is a plan to make use of summer recreation projects in northern Canadian communities for developing children's fluency in English, the language of instruction in schools. This report explains the LEREC concept, defines the linguistic objectives, suggests a balanced program of recreational activities for children of all ages, states the English structural patterns and vocabulary that are necessary for those activities, proposes methodology for recreation leaders to use in implementing the program, and outlines the training needed by recreation leaders. (Author/VM)

ED 064 994 FL 003 367
Fisher, John H., Comp. Achtert, Walter S., Comp.
1970 MLA Abstracts of Articles in Scholarly Journals, Volume III: Linguistics.
Modern Language Association of America, New York, N.Y.
Pub Date 72
Note—23p.
Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 ($4.00)
Document Not Available from EDRS.
Descriptors—*Abstracts, African Languages, Baltic Languages, *Bibliographies, English, German, Greek, Indo European Languages, *Linguistics, Linguistic Theory, *Literature, *Reference Materials, Romance Languages, Slavic Languages

The third volume of an annual series following the arrangement of the "MLA International Bibliography" compiles selected abstracts of journal articles in the field of linguistics. Abstracts are classified under the following sections: general linguistics; theoretical and descriptive linguistics; comparative and historical linguistics; Indo-European linguistics: Italic, Baltic and Slavic, Germanic (including English), Hellenic, and Indic; non-Indo-European Linguistics; African; and composite and derivative languages: other communicative behavior. The classified collection of 1,744 brief abstracts of journal articles on the modern languages and literatures to be used in conjunction with the annual "Bibliography" is provided in the three-volume set. Most items for which abstracts appear in this volume are indicated by an asterisk preceding the item number in the appropriate volume of the "1970 MLA International Bibliography". The MLA Abstracts System is intended to supplement the listings in the annual "Bibliography" and thus provide for the scholar and student additional access to current scholarship. A table of journal acronyms is included. (RL)

ED 064 995 FL 003 368
Born, Warren C., Ed.
Supervision and the Teacher: The Odd Couple. Papers Presented at the New York State Association of Foreign Language Teachers Colloquium.
Pub Date 7 May 71
Note—35p.; Colloquium held May 7, 1971 at the College of St. Rose, Albany, New York
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classroom Observation Techniques, College Language Programs, *Language Instruction, *Modern Languages, Observation, Program Administration, Program Coordination, Program Development, Program Evaluation, Program Improvement, Public School Teachers, Secondary School Teachers, *Supervision, *Supervisory Activities, Supervisory Methods, Teacher Attitudes, *Teacher Supervision

This compilation of papers presented at the New York State Association of Foreign Language Teachers Colloquium focuses on the interrelated roles of the foreign language teacher and the language program supervisor. The following papers are included: (1) "The Foreign Language Curriculum: A Joint Venture" by Charles Blake; (2) "Updated Observation Techniques" by Eli Blume; (3) "The Advantages and Disadvantages of Intervisitation" by Sister Anne Marie Harnett; (4) "The Foreign Language Chairman--Relationships with the Total School Staff" by Helene Z. Loew; (5) "The Role of the College Chairman: What It is and What It Might Be" by Sister Charles Marie Neat; and (6) "The Teacher-Chairman Relationship: Impressions of the Situation as It Actually Exists" by Danielle Rapp. (RL)

ED 064 996 FL 003 369
Grittner, Frank M.
Individualizing Foreign Language Instruction: New Myths and Old Realities.
Pub Date 12 Oct 71
Note—22p.; Speech presented at the 54th Annual Meeting of the New York State Association of Foreign Language Teachers, Kiamesha Lake, New York, October 12, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Techniques, Educational Accountability, *Educational Objectives, *Individualized Instruction, Instructional Program Divisions, *Language Instruction, Mass Instruction, *Modern Languages, Teaching Methods, Universal Education

Three interrelated, principal factors bearing on the concept of "individualized instruction" are critically examined in this study. They include the notions of: (1) "integrity of the discipline," (2) "democratization" of instruction, and (3) academic accountability. Discussion of the growing mythology surrounding individualized instruction reveals critical weaknesses and basic, contradictory educational objectives in such teaching methods. While the value of educational "democratization" cannot be denied, the realities of educational financing and the nature of language instruction itself preclude the success of individualized programs of instruction at this time. The author concludes by noting that "...overall, individualization appears to be no more effective than conventional lockstep instruction insofar as student 'achievement' is concerned." (RL)

ED 064 997 FL 003 378
Marckwardt, Albert H.
The Relationship between TESOL and the Center for Applied Linguistics.
Pub Date 29 Feb 72
Note—11p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 29, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingual Education, *Educational Problems, *English (Second Language), Language Programs, Language Research, Nonstandard Dialects, *Organizations (Groups), *Professional Associations, Sociolinguistics, Standard Spoken Usage, Teacher Education

This paper discusses the role of both the Center for Applied Linguistics (CAL) and Teachers of English to Speakers of Other Languages (TESOL) within the fields of English as a second or foreign language, English as a second dialect, and bilingual education. The relationship between the two organizations and the interests, structures, and operations of each are considered. In addition to describing the different spheres of influence of both organizations, the paper discusses how the two groups may complement and cooperate with each other. (VM)

ED 064 998 FL 003 380
Armas, Jose
Cultural Communications.
Pub Date 1 Mar 72
Note—29p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., March 1, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Children, Communication (Thought Transfer), *Communication Skills, Community, Cultural Awareness, Cultural Background, *Cultural Differences, *Culture Conflict, Curriculum Development, Interaction, *Language Instruction, Minority Groups, Nonverbal Communication, Race Relations, Relevance (Education), School Community Relationship, *Teacher Education, Teaching Methods, Values, Verbal Communication

It is too often taken for granted that the communication process with culturally different children takes place as readily as it might with children from Anglo cultures. Most teachers receive training in verbal and formal communication skills; children come to school with nonverbal and informal communication skills. This initially can create problems of communication breakdown. To complicate the situation, nonverbal messages that do not support verbal communication messages assure communication breakdown. This paper proposes cultural differences as the number one consideration for the school when it deals with children from different cultures and provides recommendations for teachers, curriculum, and community on affecting the change required to meet the educational needs of the culturally different child. (Author/VM)

ED 064 999 FL 003 381
Kaneda, Michikazu
Toward Constructing a Theory of Teaching English as a Foreign Language (1): Preliminary Consideration.
Ehime Univ. (Japan). School of Education.
Pub Date Mar 72
Note—11p.
Journal Cit—Ehime University Bulletin, School of Education; pt1 v18 n1 p161-171 Mar 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication (Thought Transfer), Educational Objectives, *English (Second Language), *Language Instruction, Linguistic Competence, Linguistic Performance, *Scientific Principles, *Second Language Learning

This paper is an attempt to claim that teaching English as a foreign language (TEFL) can be an autonomous discipline and that it needs to be a single discipline instead of bits and pieces of related sciences put together. A workable theory of TEFL could have its basis on the general framework of communication. What is needed is an integrated system of whom to teach, what to teach, when to teach, how to teach, and what to teach for. This paper examines whether TEFL can possibly be an autonomous science with scientific structure and discusses the scientific reasoning that would form the basis for such a discipline. (Author/VM)

ED 065 000 FL 003 383
Modiano, Nancy
Reading in Bilingual Education.
Pub Date 28 Feb 72

Note—8p.; Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 28, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Beginning Reading, *Bilingual Education, English (Second Language), Instructional Materials, Language Instruction, Language Programs, *Reading Instruction, *Reading Materials, *Second Language Learning, *Teaching Methods
In a bilingual education program, reading should be introduced in the child's stronger language. Reading in the second language should be delayed until the child has become fully literate in the first language. Ideally that point should be determined for each child individually. The relative emphasis given to reading in each language is based on different factors, basically depending on language role. In the case of newly transcribed languages, the creation of a written literature should be encouraged. (VM)

ED 065 001 FL 003 390
Personal Docente del Nivel Primario. Series Estadisticas Basicas, Nivel Educativo: Boyaca (Teaching Personnel in Primary Schools. Basic Statistics Series, Level of Education: Boyaca).
Ministerio de Educacion Nacional, Bogota (Colombia). Instituto Colombiano de Pedagogia.
Report No—EB-6; ICOLPE-20-IE-15-IV-71
Pub Date Apr 71
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*International Education, Personnel Data, *Primary Education, School Personnel, Spanish, *State Surveys, *Statistical Data, Tables (Data), Teacher Certification, Teacher Distribution, *Teacher Education, Teacher Qualifications, Teacher Supply and Demand
Identifiers—*Colombia
This document provides statistical data on the distribution and education of teaching personnel working in the elementary schools of Boyaca, Colombia, between 1958 and 1967. The statistics cover the number of men and women, public and private schools, urban and rural location, and the amount of education of the teachers. For overall statistics in Colombia, see FL 003 267. (VM)

ED 065 002 FL 003 394
Yorke, Harvey F.
Of Foreign Languages... Some Hints on Do-It-Yourself Public Relations for Teachers.
Foreign Language Association of Northern California, Inc., Berkeley.
Pub Date May 72
Note—4p.; Speech presented at the Foreign Language Association of Northern California Winter Conference, Modesto, California, February 26, 1972
Journal Cit—Northern California Foreign Language Newsletter; v20 n81 p5-8 May 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communications, *Community Attitudes, Group Dynamics, *Language Programs, Language Teachers, Mass Media, *Public Relations, *School Community Relationship, Teacher Attitudes
Seeking to help language teachers improve their public relations programs, the author analyzes fundamental principles of public relations and communications theory. Discussion centers on group dynamics and communications, differences between public relations and teaching, the importance of the message, and market analysis. Teachers are advised on how to make news and to deal with the media. (RL)

ED 065 003 FL 003 396
Ferenczy, Gyula, Comp. Szentivanyi, Agnes, Ed.
Modern Nyelvoktatas (Modern Language Teaching): Annotated Bibliography from the Most Significant Articles of the Review of TIT.
TIT, Budapest (Hungary).
Pub Date [71]
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Applied Linguistics, Audiovisual Instruction, English (Second Language), *Language Instruction, Machine Translation, Mathematical Linguistics, Modern Languages, *Periodicals, Resource Materials, Russian, *Teaching Methods
This annotated bibliography lists 118 selected articles in the field of applied linguistics and language instruction which appeared in the journal "Modern Nyelvoktatas" from 1963 through 1970. The two categories containing the largest number of entries are: "Applied Linguistics/Linguistics" and "Pedagogy and Russian Language Teaching." Other categories include: (1) Language Teaching and Theory of Information, (2) Computer Translation, (3) Mathematical Linguistics, (4) Theory of Teaching Material--Modern Language Books, (5) Audio-visual Language Teaching, (6) Methodology--Programing--Intensity, (7) English Language Teaching, and (8) German Language Teaching. (RL)

ED 065 004 FL 003 397
Materials Acquisition Project: Volume 2, Number 8.
San Diego City Schools, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 72
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bilingual Education, Elementary Schools, Fles, History, *Instructional Materials, Instructional Program Divisions, Language Arts, Language Instruction, Natural Sciences, Resource Guides, *Resource Materials, Sciences, Secondary Schools, Social Sciences, *Spanish, Textbooks
Some 250 Spanish texts are listed in this annotated bibliography. The majority of these texts have been selected on the basis of their suitability for use in bilingual programs. The annotation is an objective description of materials and often includes suggestions concerning appropriate grade level and utilization of materials. Bibliographic data, physical characteristics, contents, prices, and ordering instructions are included. Texts are classified under social sciences, language arts, pure science, technology, the arts, literature, and history. For the companion documents se ED 060 716--Ed 060 725, and FL 003 101. (RL)

ED 065 005 FL 003 412
Saif, P. S. Sheldon, M. E.
An Investigation of the Experimental French Programme at Bedford Park and Allenby Public Schools.
Toronto Board of Education (Ontario). Research Dept.
Pub Date Aug 69
Note—118p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Community Relations, *Elementary Schools, *Experimental Programs, Fles, *French, *Language Instruction, Modern Languages, Program Evaluation, *School Surveys, Second Language Learning
Identifiers—*Toronto
This study examines an experimental program for teaching French, starting in grades two, three, and four, in two Canadian elementary schools. The program was established during the 1968-69 academic year. There are three major sections in the report: (1) a description of the pilot program carried out in Allenby and Bedford Park Public Schools, (2)-a review of relevant literature of the various studies carried out elsewhere, and (3) results of a survey made among the adult community concerning second language instruction in elementary grades. An extensive list of reference materials is included. (RL)

ED 065 006 FL 003 421
Keck, Mary Ellen B., Comp. Smith, William Flint, Comp.
A Selective, Annotated Bibliography for the Language Laboratory, 1959-1971.
ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Pub Date 72
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Basic Skills, Books, Foreign Language Periodicals, *Instructional Media, Instructional Program Divisions, *Language Laboratories, *Modern Languages, Periodicals, Research Reviews (Publications), *Teaching Methods
This annotated bibliography lists 163 selected books, articles, and research reports concerning the language laboratory published from 1959 to 1972. It is intended for foreign language teachers and administrators seeking information on the planning, administration, operation, and installation of mediated language instruction. The bibliography is comprised of entries in English, largely printed in the United States. Entries, listed alphabetically, are comprised of materials related to: (1) the history of the language laboratory, (2) the theory of language and linguistics, (3) the "-traditional" (reading-translation) and the "audiolingual" (fundamental-skill) methodologies utilizing language laboratories, (4) language laboratory techniques and effectiveness, (5) technical and pedagogical specifications, and (6) trends indicative of the future status of media in language learning. (RL)

ED 065 007 FL 003 423
Awards for Modern Foreign Language and Area Study: 1972-73.
Institute of International Studies (DHEW/OE), Washington, D.C.
Report No—OE-72-96
Pub Date 71
Note—37p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO HE 5.255:55034-73, $.25)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Federal Aid, *Federal Programs, *Fellowships, *Graduate Study, Language Programs, Languages, *Modern Languages, Resource Guides, Scholarships, Summer Programs, *Undergraduate Study
This guide to U.S. Office of Education programs in foreign language, area studies, and world affairs describes opportunities for training during the 1972-73 school year. A section on graduate fellowships describes elegibility requirements, qualifications, financial provisions, conditions for study outside the United States, and application procedures. Information is also provided on: (1) undergraduate fellowships for summer study, (2) languages approved for graduate fellowships in modern foreign languages, by world areas (1972-73), (3) award quotas at American institutions for graduate fellowships in modern languages (1972-73), and (4) award quotas for summer intensive study of modern foreign languages at American institutions, by world areas (1972). (RL)

ED 065 008 FL 003 425
Lehmann, W. P. Stachowitz, R. A.
Development of German-English Machine Translation System.
Texas Univ., Austin. Linguistics Research Center.
Spons Agency—Rome Air Development Center, Griffiss AFB, N.Y.
Report No—RADC-TR-72-74
Pub Date Apr 72
Note—103p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Classification, *Computational Linguistics, *English, Form Classes (Languages), *German, Language, *Linguistic Theory, *Machine Translation, Semantics, Structural Linguistics, Syntax, Systems Development, Translation, Verbs
This report deals with advances in linguistic analysis and programing. The theoretical theses for this work were presented in the first annual report. This second report concentrates on progress in the descriptive analysis of German and English, and on computer programs which have been developed during the year. Linguistic work during the period was directed at expanding the dictionaries for both German and English. The number of lexical items coded was increased, as were the features associated with each item. The coding involved complex problems of linguistic description, such as treatment of adverbs and extended forms of verbs. Since adverbs had not been adequately classified in any existing grammars of German or English, a new classificatory schema is being developed. The extended forms of German verbs have been treated in a recent monograph, which has served as the basis for the lexical analysis of these constructions within the German-English MT System. These extended forms are particularly difficult in having a small group of verbs used primarily to depict the verbal component and nouns combined with them to carry the semantic portion of the expression. (Author/RL)

ED 065 009 FL 003 428
Walsh, Donald D.
Teaching Foreign Languages to a Non-Captive Audience.
Pub Date 13 May 72
Note—10p.; Speech presented at the Pennsylvania State Modern Language Association Spring Conference, Millersville State College, Millersville, Pa., May 13, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Skills, Cross Cultural Studies, Educational Objectives, Individualized Instruction, Instructional Program Divisions, *Language Instruction, *Language Programs, Literature, *Modern Languages, *Relevance (Education), *Student Attitudes, Student Motivation, Teacher Attitudes
This paper probes for reasons of student discontent with current language instruction and suggests general educational objectives for all levels of instruction. The author comments on these areas of concern: educational relevance, foreign language requirements, educational objectives, native speakers, individualizing instruction, utilization of classroom time, literature, cross-cultural study, and improvement of basic skills. (RL)

ED 065 010 FL 003 435
The Status of Foreign Language Education in Illinois: A Report on the State-Wide Survey, Fall 1971.
Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Foreign Languages.
Pub Date [72]
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Enrollment Projections, *Enrollment Trends, *Instructional Program Divisions, *Language Enrollment, Language Instruction, Languages, Modern Languages, *School Surveys, *State Surveys, Student Enrollment
Identifiers—*Illinois
This final report of a state-wide foreign language program survey made in the fall of 1971 presents statistical data based on 1,013 completed questionnaires. Results show a steady increase in foreign language enrollment in Illinois since 1969. Charts include data in these areas: (1) combined totals of foreign language enrollment in public, independent, parochial, and private schools; (2) summary of foreign language programs and teachers by languages; (3) Chicago school system enrollment by academic years 1969-1972; (4) Chicago school system enrollment by learning levels; and (5) summary of foreign language programs by counties. A list of institutions of higher education that participated in the survey is included. (RL)

ED 065 011 FL 003 436
Illinois Foreign Language Directory: Schools, Programs and Teachers; Public, Independent, Parochial and Private, 1971-1972.
Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Foreign Languages.
Pub Date Feb 72
Note—269p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Classical Languages, *Language Instruction, *Language Programs, Languages, *Language Teachers, Modern Languages, *School Surveys, *State Surveys
Identifiers—*Illinois
This directory provides data concerning teaching staff and language programs in Illinois' schools. The publication is presented in two parts: Public Schools, and Independent, Parochial and Private Schools. Both sections present data concerning: (1) county, school and district number, name of teacher, and language(s); and (2) name of teacher, school and district number, code, county, and language(s). The "Illinois Foreign Language Directory" was compiled from a survey-questionnaire, prepared and mailed to all superintendents and principals in the Illinois' schools. (RL)

ED 065 012 FL 003 437
Belasco, Simon
Foreign Language Learning: Fact or Fiction.
Pub Date 13 May 72
Note—28p.; Speech presented at the Pennsylvania State Modern Language Association Spring Conference, Millersville State College, Millersville, Pa., May 13, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Applied Linguistics, Instructional Materials, Instructional Program Divisions, *Language Instruction, *Learning Theories, *Modern Languages, *Second Language Learning
Von Humboldt wrote in 1836 that "....one cannot really teach language but can only present the conditions under which it will develop spontaneously in the mind in its own way..." The author critically illustrates his reasons for supporting this theory of language learning. Concluding remarks summarize advantages and disadvantages of using contrived educational materials in the classroom. (RL)

ED 065 013 FL 003 438
Swigart, Olive
Introducing Children to Languages.
New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
Pub Date 62
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Articulation (Program), Curriculum, *Curriculum Development, *Elementary Schools, Fles, *Fles Guides, *Fles Programs, Language Guides, Language Instruction, Language Programs, *Program Development, Scheduling, Second Languages, Teacher Recruitment, Teaching Methods
Reflecting the mood of educational planners of the early 1960's toward the establishment of language courses in public elementary schools, this leaflet considers factors vital to the success of proposed FLES programs. Discussion centers on: (1) school readiness for the program, (2) justification for the proposed program, (3) scheduling, (4) choice of the second language, (5) teacher recruitment, (6) teaching methods, (7) grade level, (8) student selection, (9) program articulation, (10) program continuity, and (11) obtaining community support and program approval. (RL)

ED 065 014 FL 003 439
Wall, Lillian
Let's Teach Reading.
Kansas State Univ., Wichita.
Pub Date Nov 69
Note—5p.
Journal Cit—Wichita State University Foreign Language Summary; v4 n2 p6-10 Nov 1969
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Objectives, Instructional Materials, Instructional Program Divisions, *Language Instruction, *Modern Languages, *Reading Instruction, Reading Materials, Reading Material Selection, Reading Skills, *Teaching Methods
Two essential concepts are developed in this paper: (1) the first year of language instruction is a period in which the student should gain basic command of the target language verbally and develop reading skills as well, and (2) the "comfort level" in reading should be retained as the student progresses. The latter, the author suggests, assures that the student will not simply decipher the text. Care is urged in the selection of instructional materials. (RL)

ED 065 015 FL 003 448
Seigneuret, Jean-Charles, Ed. *Benseler, David P., Ed.*
Reports & Papers from the State Conference in Spokane, March 17-18, [1972].
Washington Association of Foreign Language Teachers, Pullman.
Spons Agency—American Association of Teachers of German.; American Association of Teachers of Spanish and Portugese.
Pub Date May 72
Note—49p.
Journal Cit—Forum; v4 n3 p3-51 May 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Conference Reports, Fles, French, Instructional Program Divisions, *Language Instruction, *Latin, Literature, *Modern Languages, Relevance (Education), Russian, Spanish, *Teaching Methods
Reports and papers from the Washington Association of Foreign Language Teachers' conference held in Spokane, Washington are compiled in this study. Documents include: (1) "What Price Survival?" (2) "The Application of Linguistics to F. L. Learning," (3) "Bellevue Plans Pilot Project," (4) "Juanita High School German Exchange," (5) "Foreign Language in American Business," (6) "New Directions for F. L. Study in the Seventies," (7) "Pluralism in F. L. Teacher Education," (8) "Russian as a Language of Science," (9) "F. L. Study in Washington: Then, Now, and ?" (10) "Teaching Literature in the Secondary Schools," (11) "Community College Panel," (12) "Another Look at Curriculum Innovation," (13) "A.A.T.F. Report," (14) "Teaching Culture and Civilization," (15) "-College and University Panel," (16) "Experiences of a First Year Latin Teacher," (17) "Is F.L.E.S. Holding its Own?" and (18) "Closing Panel Discussion." (RL)

ED 065 016 FL 003 449
deTullio, Thomas
Teaching Deep Culture.
Pub Date 29 Apr 72
Note—3p.; Speech presented at the joint meeting of the American Association of Teachers of Spanish and Portuguese and the New England Council on Latin American Studies, Fairfield University, Fairfield, Conn., April 29, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Cultural Education, *Curriculum Development, Instructional Program Divisions, *Language Instruction, Language Programs, *Modern Languages, Secondary Education, Secondary Schools, *Teaching Methods
Practical suggestions for language teachers seeking to teach both "formal" and "deep" culture are proposed in this study. Six projects are outlined, demonstrating how audiovisual materials can be used to facilitate teaching methods. The author advises that "culture" be treated as an integral part of all language courses rather than as a separate subject area. (RL)

ED 065 017 FL 003 477
Savaiano, Geraldine
Do It Yourself Culture Units or How to Bring Your Summer Back Alive.
Kansas State Univ., Wichita.
Pub Date Apr 70
Note—4p.
Journal Cit—Wichita State University Foreign Language Summary; v5 n1 p7-10 Apr 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Cultural Education, Educational Resources, Instructional Program Divisions, *Language Instruction, *Modern Languages, *Resource Materials, Second Language Learning, *Teacher Developed Materials, Teaching Methods
Foreign language teachers are urged to consider the interrelatedness of language and culture and the importance of making cultural instruction an integral part of their program. Reasons for teaching culture and practical suggestions for the development of resource materials, based on practical experience, are developed. The newspaper is discussed as a potential educational resource. (RL)

ED 065 018 FL 003 478
Kelly, Joseph G.
Liberal Education, the Language Requirement and the Audio-Lingual Method.
Kansas State Univ., Wichita.
Pub Date Apr 70
Note—5p.
Journal Cit—Wichita State University Foreign Language Summary; v5 n1 p2-6 Apr 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiolingual Methods, Core Courses, *Language Instruction, *Language Programs, Modern Language Curriculum, *Modern Languages, *Relevance (Education), Second Language Learning, Student Motivation, Teacher Attitudes, *Teaching Methods
The author suggests that educators must (1) realistically assess the ways in which language study can and cannot contribute significantly to the student's overall educational experience and devise new methods which consciously stress goals attainable within the available time period, (2) provide more than one kind of introductory course, and (3) allow the student himself to decide on which aspects of the language he wishes to concentrate. Several basic "justifications" of college language programs are also critically examined. (Author/RL)

HE

ED 065 019 HE 003 051
Jenny, Hans H. Wynn, G. Richard
The Turning Point. A Study of Income and Expenditure Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges, 1960-1970.
College of Wooster, Ohio.
Pub Date 72
Note—102p.
Available from—College of Wooster, Wooster, Ohio ($4.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Educational Economics, *Educational Finance, Educational Planning, *Financial Problems, *Higher Education, Management, *Private Colleges
For the past decade private as well as public higher education institutions have been facing a financial crunch that has caused many institutions to close their doors. Five major factors have contributed to the economic crisis in higher education: (1) the decline of public confidence in higher education; (2) a change in the public and private priorities; (3) lack of accountability for the quality as well as the cost of higher education; (4) the power faculty enjoy without accompanying responsibility; and (5) the lack of quality management within colleges and universities. This document examines 48 private, 4-year liberal arts colleges and indicates changes in income and expenditures between 1967-68 and 1969-70, the student-faculty ratios and future resource requirements, and the future capital resource requirements. (HS)

ED 065 020 HE 003 059
Haven, Elizabeth W. Horch, Dwight H.
How College Students Finance Their Education: A National Survey of the Educational Interests, Aspirations, and Finances of College Sophomores in 1969-70.
College Entrance Examination Board, New York, N.Y.
Pub Date Jan 72
Note—76p.
Available from—College Entrance Examination Board, Educational Testing Service, Princeton, New Jersey
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—College Students, *Educational Finance, Financial Support, *Higher Education, *Scholarship Loans, *Student Costs, Student Loan Programs, *Tuition
The main purpose of this study was to examine how students and their families finance a year of postsecondary education. Included is a detailed accounting for the 1969-70 academic year of the resources and expenditures of unmarried full-time students, most of whom were college sophomores. Major emphasis was placed in the instutitional practice of packaging grants, loans, and jobs, and the relationship of student indebtedness to persistence in college and plans for continuing education on the undergraduate and graduate levels. Analysis of the data revealed that parents provided most (44%) of the student's income. Students themselves provided 35% of this income: 15% from employment during the school year and 20% from other sources such as personal assets, savings from summer employment, and income tax refunds. Eleven percent of the students income came from scholarships and grants and 10% from loans. Comparisons are made in the study by sex, race, and type of institution attended. (Author/HS)

ED 065 021 HE 003 095
Finegan, Terence G. Hines, Phillip A.
American Fraternities: An Agenda of Needed Research. An Annotated Bibliography of Empirical Research Relating to the American College Fraternity, 1950-1970.
Commission on Fraternity Research of National Interfraternity Conference and College Fraternity Secretaries Association, New York, N. Y.
Pub Date 71
Note—86p.
Available from—The Administrative Secretary, National Interfraternity Conference, 271 Madison Avenue, Room 1207, New York, New York 10016
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cocurricular Activities, *College Students, *Fraternities, *Higher Education, *Organizations (Groups), *Student Organizations, Student Participation
This document presents 2 separate publications under 1 cover. The first publication, entitled American Fraternities: An Agenda of Needed Research, suggests possible topics for research into fraternities. Among the areas indicated are: (1) the history and development of the fraternity system; (2) the history of student organizations as a whole; (3) the social and psychological dimensions of fraternity life; (4) fraternity life as a politico-legal process; and (5) the socio-economic origins of fraternity men. The second publication is a 166-item annotated bibliography that provides guidance about such prior research as has been undertaken into the field of American fraternities. The headings under which the annotated material appear are: (1) Fraternity Membership and Academic Ability and Performance; (2) Social Attitudes and Behavior of Fraternity Members; (3) Student Leadership in Fraternities; (4) Fraternity Affiliation and Disaffiliation; (5) Fraternity Management; (6) Attitudes Toward Fraternities; (7) Studies Comparing Attitudinal and Behavioral Characteristics of Fraternity Members with Other Students; and (8) Other Studies in which Fraternity Membership is a Variable. (HS)

ED 065 022 HE 003 102
Calabrese, Maureen
The Academic Women. Case Study: IWU.
Illinois Weslayan Univ., Bloomington.
Pub Date 28 Jan 72
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Equal Opportunities (Jobs), *Feminism, *Higher Education, *Sex Discrimination, Womens Education, *Women Teachers
Women in all phases of professional life have been discriminated against in the past and this tradition is being carried over to the present. This paper reviews the problems of academic women in the society at large and particularly at Illinois Wesleyan University. Items included in the study are tenure and status of the women at IWU; the percentage of women on committees at IWU; and salary differences in men and women at IWU. Findings show that: (1) 42% of the women faculty members are tenured as compared with 55% of the men; (2) in a 5-year period from the academic years 1966 through 1970, only 2 committees were chaired by women and the percentage of women on committees ranged from 17% to 30%; and (3) the mean salary for all women faculty is $9,911 as compared with the mean salary for men, which is $12,094. (HS)

ED 065 023 HE 003 134
Grupe, Fritz H.
Interinstitutional Cooperation at the Departmental Level.
Associated Colleges of the St. Lawrence Valley, Potsdam, N. Y.
Pub Date 72
Note—26p.
Available from—Associated Colleges of the St. Lawrence Valley, 38 Market Street, Potsdam, New York ($1.00)
Document Not Available from EDRS.
Descriptors—Consortia, *Cooperative Planning, *Cooperative Programs, *Higher Education, *Interdisciplinary Approach, *Interinstitutional Cooperation
Interinstitutional cooperation is becoming more and more evident today as colleges and universities seek new ways to expand facilities, offer innovation, and strengthen departments. In this booklet, 91 different types of cooperative arrangements have been selected from different disciplinary areas to illustrate the kinds of progress that can be achieved in interdepartmental or interdivisional programs, regardless of the nature of that discipline. For instance, while some description is given of the electronic music laboratory sponsored by Five Colleges, Inc., the interest in maintaining a specialized laboratory facility is not limited only to music faculty, but may encompass physicists, psychologists, and others as well. If cooperation is to be seen as an appropriate vehicle for strengthening any departments, however, arrangements employed shall have to be planned to meet the real needs of these departments. Joint ventures should be initiated because they are desirable, not solely because they are possible. (Author/HS)

ED 065 024 HE 003 136
Thornton, John W., Ed.
The Laboratory: A Place to Investigate.
American Inst. of Biological Sciences, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—P-33
Pub Date Apr 72
Note—158p.
Available from—AIBS Education Division, 3900 Wisconsin Avenue, N. W., Washington, D. C. 20016
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Biological Sciences, Biology, *Higher Education, *Laboratory Training, *Research, *Science Laboratories, *Scientific Research
This document on the undergraduate laboratory biology course is organized into 4 parts. Part 1 deals with the role of investigation in the undergraduate curricula. Chapters in this section deal with the time for laboratory reform; some special considerations in designing laboratory programs for nonmajors; the appropriate laboratory experiences for the biology major; Teaching and learning through investigation; and the concept, origin and current status of the investigative laboratory. Part 2 is involved with the practice of investigative laboratories. Chapters deal specifically with laboratories in the introductory courses at 4-year colleges and universities; investigative laboratories in advanced courses; investigative laboratories at field stations; and investigative activities in 2-year community colleges. Part 3 describes the laboratory curricula in general, with specific chapters on the laboratory curriculum at Marquette University and undergraduate biology laboratories at Massachusetts Institute of Technology. The fourth and final part deals with helping students learn how to investigate. (For related document see ED 064 112 in RIEOCT72). (HS)

ED 065 025 HE 003 143
Women in Political Science. Studies and Reports of the APSA Committee on the Status of Women in the Profession, 1969-71.
American Political Science Association, Washington, D.C.
Pub Date [71]
Note—143p.
Available from—American Political Science Association, 1527 New Hampshire Avenue, N. W., Washington, D. C. 20036 ($2.15)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Civil Rights, Equal Opportunities (Jobs), *Feminism, *Higher Education, *Political Science, *Sex Discrimination, *Womens Education
In 1969 the American Political Science Association created a Committee on the Status of Women in the Profession to recommend ways of enhancing the professional position of women and of encouraging women to enter the field of political science. Several special studies undertaken by the Committee from 1969 through 1971 reveal the disadvantage of women in recruitment and professional activities. This document presents the interim, progress, and final reports of the Committee and includes essays on the status of women as students and professionals in political science, some comparative statistics on women in political science and other social sciences, and the prospects women have for professional advancement in political science. A selected bibliography on the status of women in political science is included. (HS)

ED 065 026 HE 003 152
Reassessing the Relationship Between High School and College.
Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date [72]
Note—49p.
Available from—Institute for Development of Educational Activities, Inc., Mail Orders, P.O. Box 628, Far Hills Branch, Dayton, Ohio 45419 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Coordination, Educational Planning, *Higher Education, *Relevance (Education), *Secondary Education, *Womens Education

The relationship between high schools and colleges during the 20th century has been at best a weak one. College professors and high school teachers belong to separate professional organizations, and rarely do conferences involve both types of educators together. Thus, a communication gap exists that has at its base a problem that students are complaining about everywhere -- that of a lack of relevance in the classroom. High schools are ideally supposed to prepare students for the college experience, but this cannot take place unless high school teachers realize what is to be expected of students after they go to college. To study this and related problems, a conference was held at which participants were students, faculty, and administrators from both secondary and higher education institutions. This document represents a summary of the conference proceedings. (HS)

ED 065 027 HE 003 153
de Kiewiet, C. W.
The Emergent African University: An Interpretation.
American Council on Education, Washington, D.C. Overseas Liason Committee.
Pub Date Dec 71
Note—68p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Developing Nations, Development, *Educational Development, *Foreign Countries, Foreign Culture, *Higher Education, *International Education

The present document presents an account of the development of higher education in Africa up to 1970. It considers the idea of the university in Africa; the metropolitan form of the university with emphasis on the economic aspects, the growth and influence on urban life, and the politics of university formation; the university in its traditional form including sections on the expatriate staff, student entrance, and the university impact on secondary and primary education; the modern sector, including sections on the university and unemployment, the university and a system of education, and informal education; experiment and innovation within the university in the fields of agriculture, teacher education, social science, research, African studies, and research; and the relationship between the university and government. (HS)

ED 065 028 HE 003 154
1971 Annual Report of the Director.
California State Coordinating Council for Higher Education, Sacramento.
Pub Date [72]
Note—58p.; Council Report 72-1
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Faculty, *Educational Coordination, *Educational Development, Educational Facilities, Educational Planning, Federal Aid, *Higher Education, *Program Coordination, *Statewide Planning

This document presents the third annual summary of the activities of the California Coordinating Council for Higher Education. The summary includes activities related to: (1) Coordination and governance in higher education; (2) coordinating academic plans and programs; (3) educational opportunity programs; (4) planning for educational facilities; (5) faculty affairs; (6) federal programs for higher education; (7) legislative affairs; (8) council affairs; (9) council reports and studies issued during 1971; and (10) council resolutions adopted during 1971. (HS)

ED 065 029 HE 003 156
Laub, Julian Martin
The College and Community Development. A Socioeconomic Analysis for Urban and Regional Growth.
Cornell Univ., Ithaca, N. Y. Office of Sponsored Research.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Contract—OEC-0-8-080011-3487
Note—302p.
Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003
Document Not Available from EDRS.
Descriptors—Community Benefits, *Community Change, *Community Development, *Community Involvement, *Higher Education, *School Community Relationship

Colleges established in urban and rural areas can aid in community and regional development. The purpose of this study is twofold: first, to describe the social and economic impact of the college on various communities, and second, to predict institution-related inputs that are basic to this impact. Important factors in community development include increases in retail trade, property values, family income, educational levels, and social interaction. The college presence can strongly affect these factors, based on 5 major inputs: professional and auxiliary staff, local and nonlocal students, college purchases, physical factors such as buildings, visitors, and miscellaneous agents. Economic impact of the college basically depends on the proportion of staff and students living in the college community and the proportion of their expenditures made through local vendors. Social impact depends on the extent of staff and student interaction with local residents and institutions. Locational analysis of social and economic input combined with the predictive techniques demonstrated in this study can be useful in coordinating educational planning with area development and public investment decisions. (Author/HS)

ED 065 030 HE 003 157
Dressel, Paul L. Delisle, Frances H.
Blueprint for Change: Doctoral Programs for College Teachers.
American Coll. Testing Program, Iowa City, Iowa.
Pub Date 72
Note—203p.
Available from—The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 ($3.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*College Faculty, Degrees (Titles), *Doctoral Programs, *Graduate Study, *Higher Education, *Professors, Teacher Educator Education, Teacher Improvement

This monograph originated out of a concern that the development of the Doctor of Arts (DA) programs might founder on the insistence that they be of equivalent stature to the Ph.D. Some attempts at defining the DA justify this concern, for they vary so little from the Ph.D. pattern that it is difficult to determine whether university departments generally constitute an appropriate vehicle for developing a degree for college teachers. Observations of departments indicate that they are knowledge- or discipline-oriented rather than teacher-oriented. The very nature of the departmental organization savors more of research than of undergraduate education. Thus, this monograph attempts a statement of the criteria for a college teaching degree without regard to its equivalence to a Ph.D. (Author)

ED 065 031 HE 003 159
Truman, David B.
The Single Sex College -- In Transition?
Mount Holyoke Coll., South Hadley, Mass.
Pub Date May 70
Note—10p.; Paper presented at the American Alumni Council Conference, May 3-5, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Coeducation, Females, *Feminism, *Higher Education, Sex Differences, *Womens Education
Identifiers—*Womens Colleges

Women are taught from a very early age that their major role to be played in society is that of wife and mother. This lesson appears to be reinforced throughout a girl's life, especially if she is educated in coeducational institutions. In such sexually mixed institutions, girls are not only in competition for men, but they are in competition with men as well. Thus, the female faces an identity crisis that would be avoided. At single sex institutions, women can compete among themselves in the sciences as well as in traditional female areas. Women in women's colleges are able to develop leadership qualities in student government and college committees without sacrificing their feminity. If the women's college should disappear from the higher education community, women will be the ones to suffer from immeasurably poorer educational opportunities. (HS)

ED 065 032 HE 003 160
Harcleroad, Fred F. Armstrong, Robert J.
New Dimensions of Continuing Studies Programs in the Massachusetts State College System.
American Coll. Testing Program, Iowa City, Iowa.
Pub Date Apr 72
Note—243p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Adult Education, *Degrees (Titles), *Educational Finance, Financial Problems, Financial Support, *Higher Education, *Special Degree Programs

Higher education everywhere is suffering from the need for expanded facilities at a time of financial stress. The Massachusetts State College System has instituted a Continuing Studies Program that offers an external degree following completion of the requirements. This document explores this program with reference to the economic needs of the Commonwealth in the 1970s and their impact on the system as a whole; backgrounds and current trends in the Massachusetts system; the current status of continuing studies in the system; and current developments in higher education and the effect on continuing education. It is felt that such a program through the use of electronic media, such as television, can further the goal of the State in educating its people without added financial problems. (HS)

ED 065 033 HE 003 161
Centra, John A.
What Instructors Learn from Students: Student and Faculty Ratings of Instruction.
Educational Testing Service, Princeton, N.J.
Pub Date 72
Note—12p.; Paper presented at the American Educational Research Association Annual Meeting, Chicago, April 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Effective Teaching, *Higher Education, Student Teacher Relationship, *Teacher Evaluation, *Teacher Improvement, *Teaching Quality

The purpose of this study was to investigate two questions pertaining to student evaluation of teachers. These are: (1) Do students indeed provide the instructor with information about instructional practices that he doesn't already know? and (2) If this is the case, to what extent is it true at a variety of colleges and for a significant proportion of instructors? The study was conducted by comparing student ratings or descriptions of instruction with the teachers' own self-reported descriptions. The correlation between the 2 sets of descriptions or ratings were not particularly high, indicating only modest agreement in the way faculty and students perceived instruction. In particular, instructors and students did not agree on the extent to which students are free to ask questions or give opinions in class, on the extent to which instructors are concerned with student learning, on the amount of agreement between objectives and what is being taught, on instructor openness to other viewpoints, on the extent to which instructors inform students of how they would be evaluated, on whether the instructor encourages students to think for themselves, and on the clarity of course objectives. These discripancies between the 2 sets of ratings not only underscore the need for student feedback, but also suggest specific areas of instruction where feedback is most essential. (HS)

ED 065 034 HE 003 162
Finley, Donald J.
The Volume and Cost of Instructional Services at Virginia's Colleges.
Virginia State Council of Higher Education, Richmond.
Pub Date Apr 72
Note—72p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Administration, *Educational Finance, *Higher Education, *Institutional Research, *Statewide Planning, *Teacher Salaries

The Virginia State Council of Higher Education presents in this report analyses of resident courses taught, student-credit-hours produced, and instructional salary costs at the state-controlled colleges and universities. Further, the data include the number of different courses taught, the number of classes taught, the semester hours of classes taught, the weighted average size of classes taught, the number of fulltime equivalent FTE resident teaching faculty, average student credit hours produced per FTE faculty, instructional salary cost-per-student credit hour produced, and instructional salary cost-per-FTE resident teaching faculty. (HS)

ED 065 035 HE 003 163
Thomas, Wayne E.
A Study for Texas: Education, Employment and the Economy.
Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date 22 Apr 72
Note—11p.; Address to the Panhandle Press Association, Amarillo, Texas, April 22, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Graduates, *Educational Planning, *Higher Education, Labor Market, *Manpower Development, *Manpower Needs, *Statewide Planning
In this speech, the author proposes a comprehensive study of professional, industrial, and business employment needs, and of the relationship of these needs to educational programs and services in the state of Texas. The proposal for action addresses statewide concern for the current lack of correlation between educational programs and career opportunities and between market demand for and supply of college graduates. Heretofore, such concern has brought examination by sectors within the context of particular areas, e.g., business leaders approaching it as a business matter, educators approaching it as an educational matter, and industry approaching it as a manpower matter. It is hoped that the talents and resources of state and Federal Government, education, private industry, private foundations, professional organizations, and of all who are touched by the problem can be combined to find and implement solutions to the problem. (HS)

ED 065 036 HE 003 164
Dienst, Evelyn
On Alienation and Activism.
California Univ., Berkeley. Center for Research and Development in Higher Education.
Pub Date 72
Note—4p.; Reprinted from the Research Reporter, v VII, N I, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activism, *College Students, *Higher Education, Social Attitudes, *Student Alienation, Student Behavior, *Student Characteristics
The present study was undertaken to clarify the relationship between 2 expressions of alienation, described as psychological alienation and activist political alienation, and to learn something of the characteristics of students who manifest these different expressions. Four general types of students are found in evidence. The first type are the conventionalists or students with low psychological alienation and low activist political alienation. These are generally good students who are satisfied with the societal status quo. The second type of student is the disturbed conventionalist or a student with high psychological alienation and low activist political alienation. These students are generally not able to form their own identities, but do not attribute their personal dissatisfactions to defects in the established political structure. The third type are the integrated activists or students with low psychological alienation and high activist political alienation. These students usually have liberal parents and are from socioeconomically and educationally privileged backgrounds. They remain faithful to parents values, and are frequently more idealistic, individualistic, and impulsive than other students. The final type; the disturbed activists, appear to have both high psychological alienation and high activist political alienation. These students are usually from privileged backgrounds, but are estranged from parents, resentful and rebellious. (HS)

ED 065 037 HE 003 165
Dunkle, Margaret Simmons, Adele
Anti-Nepotism Policies and Practices.
Pub Date Jan 72
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Equal Opportunities (Jobs), Females, *Feminism, *Higher Education, Sex Discrimination, *Women Professors, Womens Education
There has been considerable concern about Tufts University's position regarding nepotism. It is felt that the Tufts administration should provide positive leadership to dispel present concerns and to encourage the employment of qualified academics who are married. Although antinepotism policies were originally passed to protect colleges and universities from the political pressures of having to hire incompetent people with influential connections and to prevent the formation of father-son alliances, they are now used almost exclusively as rationalizations not to hire or promote women who are married to faculty members. After considerable study of nepotism practices and their effects, it is evident that the elimination of antinepotism practices would have the following effects: (1) undergraduates would be able to see husband and wife teams working together professionally and dealing with the problems of dual-career marriages; (2) undergraduate women would be exposed to more good academic career models; (3) qualified women and men married to faculty members would be better able to utilize their valuable talent and resources; (4) Tufts would be assuming a position of leadership in providing equal opportunity for women; and (5) the university would have a larger pool of qualified female academics from which to choose. (HS)

ED 065 038 HE 003 167
Kroepsch, Robert H., Ed.
Legislative Decision Making in Higher Education: How to Get the Facts.
Western Interstate Commission for Higher Education, Boulder, Colo.
Pub Date Mar 72
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Decision Making, *Educational Finance, *Educational Planning, *Governance, *Higher Education, *Management Information Systems, Policy Formation, Systems Analysis
This conference report on legislative decision-making in higher education is primarily concerned with the financing of colleges and universities. Management systems information is provided, and sessions were held on "How can a state tell whether or not it is getting its money's worth?" and "How to allocate funds for various segments of higher education." However, all of the sessions did not deal with dollar questions. Other topics that captured the interest of the more than 200 legislators, educators, and government officials included: (1) relevance in higher education; (2) academic freedom and alternatives to faculty tenures; (3) the primary functions of a state board of higher education; (4) who determines an institution's role and objectives; and (5) facts about WICHE with particular emphasis on its Student Exchange Programs. (HS)

ED 065 039 HE 003 168
Vernon, Walter M. Ramseyer, Gary C.
Evaluated and Non-Evaluated Higher Education.
Illinois State Univ., Normal. Dept. of Psychology.
Pub Date 7 Apr 72
Note—7p.; Paper presented at meeting of the American Educational Research Association, Chicago, April 7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Rating, *Grades (Scholastic), Grading, *Higher Education, *Pass Fail Grading, *Student Evaluation, *Summative Evaluation
In what is the only controlled experiment on the incentive value of letter grades in the university classroom, students were randomly assigned to 1 of 3 conditions: conventional letter-grading, pass-fail, or nonevaluation. During the semester in which the experiment was conducted, the pass-fail students studied only 50% as much and achieved 89% as many correct answers on hourly examinations as did the conventional group. Nonevaluated students studied only 13% as much and achieved 63% as many correct answers on the hourly examinations as did the conventional group. The examination performances of the nonevaluated group (for whom attendance was required) and of the pass-fail group were relatively quite a bit higher than the study time percentages, a fact largely attributed to overlapping content of text and lectures. (Author/HS)

ED 065 040 HE 003 169
Francis, Simon, Comp.
Polytechnics. A Bibliography.
North London Polytechnic (England). School of Librarianship.
Pub Date Apr 72
Note—25p.; 2nd edition
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Development, *Educational Planning, *Higher Education, *Technical Education, *Technical Institutes, Vocational Education
Identifiers—*Great Britain
This document comprises a 334 item bibliography concerning the Polytechnics in Great Britain. The topics range from general articles to those concerned with faculty, staff, and students, and the financing and facility planning of such institutions. (HS)

ED 065 041 HE 003 170
Densen, Paul M. And Others
University Medical Care Programs: Evaluation.
Health Services and Mental Health Administration (DHEW), Bethesda, Md.
Report No—DHEW-Pub-HSM-72-3010
Pub Date Dec 71
Note—170p.; Report of a conference sponsored by the Harvard Center for Community Health and Medical Care and the National Center for Health Services Research and Development
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Health Education, *Health Needs, *Health Programs, *Higher Education, *Medical Education, *Physicians
The increasing number of medical centers involved in collaborative and innovative health services in the community is but one reflection of social concerns and pressures for change in the health care system. Medical schools and their affiliated teaching hospitals are trying in various ways to adapt their teaching, research, and service functions to these concerns. With the intent of exploring how a number of medical centers are approaching these problems, the Harvard Center for Community Health and Medical Care in the spring of 1970 sponsored an Invitational Conference on the Evaluation of University Medical Care Programs. The conference brought together representatives of 6 medical schools with comprehensive medical care plans, as well as people with special backgrounds in medical care, economics, prepaid health care plans, and program evaluation. The specific thrust of the conference centered around how each of the participating medical schools are proposing to evaluate their particular medical care plan. This document presents the papers and discussions that took place at the conference. (Author/HS)

ED 065 042 HE 003 171
Lunneborg, Clifford E. Lunneborg, Patricia W.
Doctoral Study Attrition in Psychology.
Washington Univ., Seattle. Bureau of Testing.
Pub Date May 72
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Dropout Identification, *Dropout Research, Dropouts, Graduate Students, *Graduate Study, *Higher Education, *Psychology
The primary motivation behind this prediction study was the concern voiced over the problem of attrition in graduate school. Noting a 45% dropout rate in psychology doctoral students who began between 1955 and 1964 and were studied in 1968, one author deplored the loss in time and effort to students and faculty when students leave graduate school. Also of interest were possible sex differences in the variables used to select candidates, and in the reasons behind male and female graduate students dropping out. Thus, 123 graduate students entering the University of Washington Department of Psychology between 1963 and 1967 were studied. Although progress toward the Ph.D. was not highly related to admissions data such as GRE scores and undergraduate grades, performance in the first year was found to be predictive of later success. Evidence of sex discrimination was minimal and subtle. It is suggested that greater attention be directed toward measuring commitment to the doctorate to reduce the rather large attrition from the program. (Author/HS)

ED 065 043 HE 003 173
Marland, S. P., Jr.
New Patterns in Higher Education.
Office of Education (DHEW), Washington, D.C.
Pub Date 15 May 72
Note—9p.; Paper presented at the Founder's Day Convocation, Minnesota Metropolitan State College, St. Paul, May 15, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Education, Educational Development, *Educational Innovation, *Experimental Colleges, *Higher Education,

*Relevance (Education), *Student Centered Curriculum

In his speech on Founder's Day at Minnesota Metropolitan State College, the U.S. Commissioner of Education praises the experimental college for its innovative approach to higher education. Minnesota Metropolitan is providing such flexibility in departing from the traditional place and schedule of academic studies, in departing from the traditional age requirements for students, and in departing from the traditional preconceptions of higher education--studies isolated from the realities of daily life and all too often unrelated to the needs of the individual student or to the needs of the society in which he lives. (HS)

ED 065 044 HE 003 174

Netzer, Dick And Others

The Report of the New York University Task Force on the Financial Emergency.

New York Univ., N.Y.

Pub Date 19 May 72

Note—40p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Budgeting, Educational Economics, *Educational Finance, *Educational Planning, *Financial Problems, *Financial Support, *Higher Education

New York University is in deep financial trouble as are other higher education institutions in the country. This was evident in 1969 when federal funds were cut, operating expenses were inflated, and student enrollment declined. In February of 1972 the president of the University appointed a task force to study the problems and alternatives of the institution. This document presents the findings of that task force and presents a plan for financial solvency that must be implemented immediately in order to be effective. The plan takes into account improving the financial performance of the individual academic units, reductions in the cost of central services, prospects for additional income, and the rules, structures, and procedures for implementing the plan. (HS)

ED 065 045 HE 003 175

Yuker, H. E. And Others

Who Leaves Hofstra for What Reasons.

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Report No—R-102

Pub Date May 72

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Students, *Dropout Prevention, Dropout Research, *Dropouts, *Higher Education, *Student Needs

In the fall of 1971, 678 students, 11.5% of all full-time day students, failed to re-enroll at Hofstra University. For these withdrawers the average GPA and the majors selected were not different from that of the rest of the student body. There were, however, greater proportions of females, lower classmen, junior and senior transfers, and female dorm students among the withdrawers than among the total student body. Questionnaires soliciting reasons for not returning were mailed to all withdrawers and were returned by 32% of them. All of the reasons for leaving Hofstra given by respondents were placed into 5 major categories. Personal, financial, and dormitory reasons were each cited by slightly more than 40% pf the respondents. Unhappiness with nonacademic aspects of Hofstra was cited by a slightly smaller percentage (36%), and dissatisfaction with academic aspects was cited by the smallest percentage (30%). Academically better students tended to give dissatisfaction with the dorms and other nonacademic aspects of Hofstra as reasons for leaving, whereas the poorer students cited personal and financial reasons. Suggestions for discouraging students from leaving Hofstra are included. (HS)

ED 065 046 HE 003 176

Yuker, H. E.

Comparative Departmental Costs.

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Pub Date Jun 72

Note—3p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cost Effectiveness, *Educational Administration, *Educational Finance, *Educational Planning, *Higher Education, Program Effectiveness, Program Planning, Systems Analysis

Good methods for assessing the comparative costs of various types of academic programs are badly needed. This report briefly describes a method for doing this used in 1970 at the University of South Florida. The method described has limitations, since the data are based on non-personnel costs only. A more useful analysis would be based on total costs. But the method can be applied in comparisons of either total costs or any specific type of cost, such as instructional personnel, support personnel, equipment, etc. It is felt that requiring departments and schools to develop data of this type would facilitate both short- and long-range planning. (Author/HS)

ED 065 047 HE 003 177

Fidler, Paul P. And Others

Current Political Preferences of Entering Freshmen at the University of South Carolina, 1969-1971.

South Carolina Univ., Columbia. Div. of Student Affairs.

Report No—RN-10

Pub Date 1 Jun 72

Note—6p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Freshmen, College Students, *Higher Education, Human Geography, *Political Attitudes, *Student Attitudes, *Student Characteristics

During orientation in the summer of 1971, a questionnaire designed to determine the political attitudes of students was administered to the incoming freshmen at the University of South Carolina (USC). In this report this data is compared to national data from 325 other institutions and data obtained from incoming freshmen during 1969, 1970, and 1971. An examination of the data indicates the following trends: (1) USC freshmen are less likely to express a left and are more likely to express a middle-of-the-road political preference than their national counterparts. (2) 1971 entering freshmen at USC are considerably more apt to express a left than a right political preference. (3) In-state freshmen were more likely to express a left and less likely to express a right preference than were out-of-state freshmen at USC. (4) The overall increase in left political preference expressed by USC entering freshmen does not appear to be related to sex or state residency. A more pervasive societal trend is suspected that should be closely watched for its impact on campus life. (HS)

ED 065 048 HE 003 178

Davis, Charles, Ed.

The 1,000 Mile Campus.

California State Univ. and Colleges, Los Angeles. Office of the Chancellor.

Pub Date Apr 72

Note—91p.

Available from—Available from the California State Colleges, 1801 East Cotati Avenue, Rohnert Park, California 94928 ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Degree Requirements, Degrees (Titles), *External Degree Programs, *Higher Education, *Special Degree Programs, *Universal Education

The 1,000-Mile Campus at the California State University and Colleges is a concept that suggests that External Degree Programs be made available for qualified students of all ages who, depending on their individual circumstances, find it difficult or impossible to be a part of the regular campus scene. It suggests bringing the professional acumen and resources of higher education to students wherever they may be. This publication contains a collection of prevailing thoughts about degree opportunities and innovation related to the idea of the external campus both on the national scene and in the California State University and Colleges. Most articles are based on the addresses of principal conference speakers at the Conference on External Degree Programs held at the California State Polytechnic College, Pomona. Others were written especially for this publication. (Author/HS)

ED 065 049 HE 003 179

Smith, Ted C.

Organizational Conduciveness of Universities as a Determinant of Student Unrest.

Pub Date Apr 72

Note—26p.; Paper presented at the annual meeting of the Pacific Sociological Association, Portland, Oregon, April 13-15, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Activism, *Educational Administration, *Higher Education, *Student Alienation, Student Attitudes, *Student School Relationship

The focus of this paper is an analysis of the vulnerability of college and university organizations to student unrest. The system's structural properties and their interrelationships determine the degree of structural conduciveness to norm-oriented movements or hostile outbursts. It was found that variables relevant to structural conduciveness are all highly interrelated aspects of structural differentiation. The environment of the university is unstable with what is described as "disturbed-reactive" and "turbulent fields" qualities. Strategies of cooperation and coalescence used to cope with the environment are subtle and complex. The organizational structure of the university is highly decentralized, with tendencies in the administrative sector toward hierarchalization that are countered by departmental and academic autonomy and a new student subculture. Important factors that generate strain in American colleges and universities are: looseness of fit between norms influencing the education process and democratic equalitarian humanitarian values; separation and remoteness of policymaking bodies from their constituent groups; the encounter of social cleavages on campuses and the existence of strongly felt but ambiguous authority structure. (Author/HS)

ED 065 050 HE 003 180

Pryor, Betty And Others

Sex Discrimination and Contract Compliance. Beyond the Legal Requirements.

American Council on Education, Washington, D.C.

Pub Date 20 Apr 72

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Equal Opportunities (Jobs), *Equal Protection, Federal Legislation, *Feminism, *Higher Education, *Sex Discrimination, Womens Education, Women Teachers

The 2 documents that form the body of this ACE Special Report were prepared in response to a large number of inquiries from the Council's members. The first summarizes the Presidential orders, the law, and pending legislation with respect to sex discrimination in higher education. The second describes a typical compliance review and deals with issues that have arisen as institutions have sought to comply with the legal requirements and to prepare affirmative action plans for the employment of women. (HS)

ED 065 051 HE 003 181

Minority Access to and Participation in Post-Secondary Education.

New York State Education Dept., Albany.

Report No—R-15

Pub Date May 72

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Civil Rights, College Integration, Educational Opportunities, Faculty Integration, *Higher Education, *Integration Plans, *Minority Groups, *Racial Integration, School Integration

In order to ascertain that integration of minority group persons has been and is being taken care of by its institutions, the Regents of the University of the State of New York prepared the present statement of policy and proposed action. Further, the Regents request in this document that each institution of postsecondary education in the State prepare a comprehensive institutional plan for its campus. This plan should include: (1) plans for the integration of any currently segregated facilities to be effective by the fall semester, 1973; (2) plans for the recruitment of minority group facility; (3) plans for the enrollment of minority group students; (4) plans for the sensitization of faculty, professional and nonprofessional staff, and students to the diverse lifestyles of the increasing numbers of minority group students being admitted; and (5) data on faculty and students, including the number of minority group faculty and staff and their rank or position, and the number of minority group students and whether they are admitted through a

special program or via the regular admissions process. (HS)

ED 065 052 HE 003 184
Toombs, William
Productivity and the Academy: The Current Condition.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Report No—R-16
Pub Date Apr 72
Note—125p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Educational Administration, *Educational Change, *Educational Development, Educational Planning, *Higher Education, Improvement Programs, *Productivity

This document deals with the concept of productivity within the university community. The principal findings is that productivity in its usual formulation (the ratio of output to input) is becoming less useful and less meaningful as an indicator of university performance. Such a condition has come about because the university in America and elsewhere is moving rapidly from a production mode to a planning mode. In the production mode the main idea is to construct a stable machine that will produce what is desired. To improve the machine one compares output with input then changes parts or components as judgment, after the fact, dictates. The planning mode forces the consideration of most of the elements of production in advance. Not only are they considered, but they are implemented in planning rather than post facto. (Author/HS)

ED 065 053 HE 003 185
Good, Harold M., Ed. Trotter, Bernard, Ed.
Frontiers in Course Development; System and Collaboration in University Teaching.
Pub Date May 71
Note—129p.; Report of the Conference on Teaching University Biological Sciences, Jacksons Point, Ontario
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Biological Sciences, *Curriculum Development, *Educational Development, Educational Planning, *Higher Education, *Systems Development

The present document presents a review of the proceedings of a workshop held in May 1971 on "Teaching University Biological Sciences." The major papers dealt with in the report are: (1) "Application of the Systems Approach to Teaching and Learning"; (2) "Biology and Social Change"; (3) "Biology for Biology Majors"; (4) "Design of a Short Instructional Unit"; and (5) "-Pursuing the Objectives of Independent Study." The Council of Ontario Universities, under whose auspices the conference was held, had a keen interest in the conference for several reasons. Results elsewhere in the world have suggested that course team approaches to curricular development hold considerable promise for improving the quality of undergraduate education. The evidence suggests, also, that although developmental costs are high, there may be financial savings in the long run. (HS)

ED 065 054 HE 003 186
Research Training in Radiology.
National Inst. of General Medical Sciences (NIH), Bethesda, Md.
Pub Date Jun 71
Note—56p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Higher Education, *Manpower Needs, *Medical Education, Radiologic Technologists, *Radiology, Research, *Scientific Research

Radiology today is a major clinical specialty of medicine in terms of the number and complexity of patient examinations, and the financial resources, physician manpower, and supporting personnel required for performing its functions. It reached its present status because it provides accurate methods of diagnosis for so many diseases. However, this progressive expansion in radiological patient service and nuclear medicine has not been accompanied by a similar growth in manpower. Compared with the impressive amount of ongoing clinical activity in these specialties, the effort and support of research in these fields have been meager. To strengthen these areas of concern, it is recommended that: (1) greater research support be provided for new radiological methods and new developments in instrumentation; (2) increased emphasis be put on support for improved educational methods for instruction in radiological sciences; (3) greater emphasis be put on research in improving the efficiency of radiological examinations; (4) research be conducted in the areas of the development of newer methods for radiation detection and new radioactively-labeled compounds for medical application; (5) recruiting efforts be maximized to draw promising young men into the field. (HS)

ED 065 055 HE 003 187
Evans, Jerome
An Exploratory Study. Facility Sharing Among Institutions of Higher Education in California.
California State Coordinating Council for Higher Education, Sacramento.
Pub Date Jul 71
Note—73p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Consortia, *Cooperative Planning, Cooperative Programs, *Facility Utilization Research, *Higher Education, *Interinstitutional Cooperation, *Statewide Planning

This document presents a study of the joint use of educational facilities among public and private colleges and universities in California. The study was undertaken because it was felt that the necessity for building higher-cost, specialized campus structures might be reduced at some savings to taxpayers if individual institutions could be encouraged to share in the use of such facilities. Thus, the author of this report presents: (1) the forms, characteristics and objectives of interinstitutional cooperation; (2) an inventory of current facilities sharing arrangements among California's institutions of higher education; (3) examples of interinstitutional cooperation in other states; (4) obstacles to interinstitutional cooperation and facilities sharing; and (5) the means of encouraging increased facilities sharing among California's institutions of higher education. (HS)

ED 065 056 HE 003 188
Boyer, Ernest And Others
Emerging Students...and the New Career Thrust in Higher Education.
American Coll. Testing Program, Iowa City, Iowa.
Pub Date 72
Note—99p.; Proceedings of the 1971 ACT Invitational Conference, Iowa City, May 3-4, 1971
Available from—ACT Publications, P. O. Box 168, Iowa City, Iowa 52240 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Educational Change, Educational Development, *Educational Planning, *Higher Education, Labor Market, Manpower Needs, *Occupational Guidance

Institutions of higher education are today faced with a challenge that is more prevalent today than it has ever been before. They must prepare their graduates for the jobs and careers that will be in need of manpower in the future rather than for those jobs that are empty at present. This requires careful planning and accurate prediction on the part of administrators. This document comprises papers presented at a conference of the ACT on the new career thrust in higher education. The papers are: "The New Learning Environment of the Emerging Society" by Ernest L. Boyer; "Emerging Students: Career Education and Career Goals" by Johnnie Ruth Clarke; "The Challenge of Career Education to the Two-Year College" by Joseph P. Cosand; "The Role of Private Career Schools" by W. A. Goddard; "-Career Guidance for Every High School Student" by Norman C. Gysbers; "Emerging Students and Academic Reform" by Clark Kerr; "The Role of Military Education and Training" by D. C. Leatherman; "Where Do Students Go After High School?" by Garland G. Parker; and "Occupational Needs in the Society of the Seventies" by E. Grant Venn. (HS)

ED 065 057 HE 003 189
Research Fellowships Program of the National Center for Health Services Research and Development. Policies and Guidelines for Applicants.
Health Services and Mental Health Administration (DHEW), Bethesda, Md.
Pub Date 1 Jul 70
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Research, *Higher Education, Operations Research, *Researchers, *Research Opportunities, *Scientific Research, Statistical Analysis, Systems Analysis

The National Center for Health Services Research and Development supports individual research training in an institutional setting for the development of competence in research techniques relevant to the organization, delivery, quality, financing, utilization, and evaluation of health delivery systems. The evolution of health services science draws on the knowledge and skills of a variety of existing disciplines that can provide an appropriate background for training programs. These may include social and behavioral science; health education; biostatistics, systems analysis and operations research; engineering; computer science; and public administration and management. This document presents information concerning the programs including eligibility requirement, application procedures, and support of participants. (Author/HS)

ED 065 058 HE 003 190
Meeting Ohio's Needs for M.D.s Through 1980 and Beyond.
Academy for Educational Development, Inc., New York, N.Y.
Pub Date 31 Dec 70
Note—91p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Planning, *Health Personnel, *Higher Education, *Manpower Needs, *Medical Education, *Physicians, Statewide Planning

Today health care in the U.S. is facing a shortage of personnel that has never been surpassed. All states must begin to resolve for themselves the problems that are occurring and will occur within the next decade. This document presents the results of a study made in the state of Ohio to determine the present needs of medical manpower in the state, the projected need for physicians, and the methods by which a shortage of physicians may be alleviated. Planning for such problems requires that several central questions be answered: (1) What is the relationship of medical education to the means for delivery of medical care to the people of Ohio, and how can this relationship be improved? (2) How many Doctor of Medicine degree recipients should be graduated annually in Ohio by 1980, and how do current expansion plans of the 4 existing colleges of medicine compare with these needs? and (3) If more Doctors of Medicine are needed by 1980 than will be supplied through current expansion plans, where should one or more new colleges of medicine be located? Further, should plans for new medical schools call for the same kind of large-scale medical center that has embodied the best in medical education in past decades, or should expansion take the form of a bold new departure in medical education? These and other questions are considered. (HS)

ED 065 059 HE 003 192
Lutzker, Edythe
Medical Education for Women in Great Britain.
Pub Date 69
Note—81p.
Available from—Edythe Lutzker, M.A., 201 West 89 Street, New York, New York 10024 ($3.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Educational Change, Educational Opportunities, *Feminism, *Higher Education, *Medical Education, *Sex Discrimination, *Womens Education

Prior to 1858, the women in Great Britain were denied the right to attend courses in the medical curricula that were prerequisites to the practicing of medicine in that country. The movement to permit women to study and practice medicine was spearheaded by Sophia Jex-Blake when she sought admission to the medical classes in the University of Edinburgh in 1869. She fought and won the privilege of attending the medical classes in the university under limited conditions, and she was later joined by 4 other women seeking the same right. Final and total victory was won when, in 1878, Parliament redefined the Medical Act of 1858 to confirm women's eligibility for medical education in separate classes, for their admission to the prescribed examinations, and for their right to be duly registered as physicians. This document presents an account of the move-

ment to secure these rights to study and practice medicine in Great Britain. (HS)

ED 065 060 HE 003 193
Barzun, Jacques And Others
Open Admissions: The Pros and Cons.
Council for Basic Education, Washington, D.C.
Pub Date 72
Note—81p.
Available from—Council for Basic Education, 725 Fifteenth Street, N. W., Washington, D. C. 20005 ($1.50)
Document Not Available from EDRS.
Descriptors—*Academic Standards, Admission (School), *Admission Criteria, Competitive Selection, *Higher Education, *Open Enrollment, *Student Application

The Council for Basic Education sponsored an all-day symposium on open admissions in 1971. This booklet contains the full text of the addresses given on that occasion, as well as the major part of the discussion among the panelists and answers to questions from the audience. The aim of the symposium was not only to provide information about existing forms of open admissions, but also to permit a frank exchange of conflicting views about a highly controversial issue. The addresses presented at the symposium were: "Varieties of Open Admissions" by Mortimer Smith; "The Open Admissions Freshman at City University of New York" by Seymour C. Hyman; "Open Admissions and the Politics of the Absurd" by Irving Kristol; "Open Admissions-One Century Later" by E. Laurence Chalmers; "Advantages and Disadvantages of Open Admissions-And Some History" by Kenneth B. Clark; and "-Some Skeptical Observations on Open Admissions" by Robert Nisbet. (HS)

ED 065 061 HE 003 194
The Regents Academic Chair Program. A Study of the Effectiveness of the Einstein and Sweitzer Chairs in New York State.
New York State Education Dept. , Albany. Bureau of Research in Higher and Professional Education.
Pub Date 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Enrichment, *College Environment, *College Faculty, Educational Finance, Financial Support, *Higher Education, *Professors, Research, Statewide Planning

This report examines the effectiveness and the desirability of the Regents Academic Chair Program in New York State. In 1964 at the outset of the program, 10 chairs, 5 in science and 5 in the humanities, were established and over the past 7 years the chairs have been occupied by some of the most eminent scholars in the world. Not only have these scholars provided an atmosphere at their campuses in which intellectual pursuit has thrived, but their very presence has attracted other eminent scholars to New York State, producing a concentration of expertise that has resulted in many international conferences in the State. The chairs have served as educational and financial resources for the State by promoting research endeavors and enhancing faculty output in their institutions, and scholarly research has been stimulated resulting in the publication of hundreds of articles and papers, and in the writing and editing of many books. The image of New York State as a locus for intellectual excellence has been and should continue to be enhanced by such a program. (Author/HS)

ED 065 062 HE 003 195
Alliance for Greatness. A Comprehensive Study of Higher Education in the State of Delaware.
Academy for Educational Development, Inc., New York, N.Y.
Spons Agency—Higher Educational Aid Advisory Commission, Wilmington, Del.
Pub Date Feb 69
Note—132p.
Available from—Higher Educational Aid Advisory Commission, 200 West Ninth Street, Wilmington, Delaware 19801
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Educational Facilities, *Educational Planning, *Enrollment Projections, *Facility Expansion, Facility Requirements, Facility Utilization Research, *Higher Education, *Statewide Planning

By 1975 there will be an estimated 10 million students enrolled in colleges and universities in the U.S. alone. This increase in student enrollment calls for careful planning by the higher education institutions in their expansion programs. This document is the result of a study of the colleges and universities in the state of Delaware. It is felt that the most efficient and equitable application of resources to the higher education needs of Delaware requires a statewide consideration of all aspects of higher education. The report considers in the broad sense program offerings, enrollment projections, the need for changes in organization and structure, future financing, and the extent, condition, and utilization of higher education facilities. (HS)

ED 065 063 HE 003 196
Boyd, Joseph D. And Others
Comprehensive Information Systems for Statewide Planning in Higher Education.
American Coll. Testing Program, Iowa City, Iowa.
Report No—ACT-SR-2
Pub Date 71
Note—52p.; Proceedings of an invitational seminar for chancellors and executive directors of state commissions and boards of higher education, Colorado Springs, June 12-13, 1970
Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Decision Making, Educational Development, *Educational Planning, *Higher Education, *Management Information Systems, Management Systems, *Statewide Planning, Systems Analysis

Higher education will be analyzed in greater depth in the future than at any time in the past. Comprehensive information systems will grow and be used for planning, budgeting, and coordination of all postsecondary education supported by public funds. As these information systems develop, educators and legislators must use the information to make the necessary value judgments that will strengthen higher education and the society it serves. This document presents 4 papers given at a conference of the ACT that deal with the statewide planning for the future of higher education. The papers are: "Long-Range Planning in a State System of Higher Education" by Arthur D. Browne; "The Uses of Management Information Systems in State Systems of Higher Education" by Ben Lawrence; "The Role of the State Scholarship Program in the State System of Higher Education" by Joseph D. Boyd; and "-Comprehensive Information Systems for Statewide Planning in Higher Education: Some Prospects and Critical Concerns" by Fred F. Harcleroad. (HS)

ED 065 064 HE 003 197
Report of the Ad Hoc Committee on the General Studies BA Degree Program.
Michigan Univ., Ann Arbor. Coll. of Literature, Science, and the Arts.
Pub Date 69
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bachelors Degrees, *College Majors, *Degree Requirements, General Education, *Higher Education

In 1969 the Dean of the School of Literature, Science, and the Arts at the University of Michigan appointed an ad hoc committee to study the possibility and plausibility of establishing a Bachelor of General Studies degree. After careful consideration of the curricula offered in the school, it was recommended that (1) the Bachelor of Science degree be changed to a Bachelor of Science degree in a discipline; and (2) that the Bachelor of Science degree be expanded in certain areas and become known as a Bachelor of Science in General Studies. As of May 1, 1969, students enrolled in the School of Literature, Science, and the Arts were eligible for the Bachelor of General Studies (BGS). This document presents the graduation requirements for such a degree, the process of selection of a degree program, information concerning the election of and counseling for courses, and the procedures for changing degree programs. (HS)

ED 065 065 HE 003 198
Final Report of the Ad Hoc Committee on the Status of Women in the Historical Profession.
American Historical Association, Washington, D.C.
Pub Date Jun 70
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Faculty, *Equal Opportunities (Jobs), *Feminism, *Higher Education, Professors, *Sex Discrimination, *Womens Education, Women Teachers

On February 21, 1970, the American Historical Association established an ad hoc committee to study the status of women in the profession. The instructions to the committee were as follows: (1) to commission studies and collect statistics and other information on the numbers, positions, and treatment of women in the historical profession at all levels; (2) to arrange sessions and hold hearings during the 1970 annual convention of the Association, and subsequent conventions as necessary, so as to make public its own and other studies and provide opportunity for other members of the profession to present independent testimony or comment on the studies so presented; (3) to publish and circulate widely the results of its studies and others presented at conventions; (4) to make recommendations for action by the American Historical Association in 1970 and subsequent years on matters affecting the status of women in the profession; and (5) to receive and solicit information relating to specific instances of discrimination. This document presents a report of the findings and recommendations of that committee. (Author/HS)

ED 065 066 HE 003 199
Good, H. M.
Inter-University Cooperation with Special Reference to the Universities of Ontario.
Commission on Post-Secondary Education in Ontario (Canada).
Pub Date Feb 71
Note—76p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Consortia, *Cooperative Planning, *Cooperative Programs, *Higher Education, *Interinstitutional Cooperation

As education becomes more and more specialized, the need for diversity within academic programs becomes greater. The solution to this uniformity, especially in the United States, has been that of the formation of consortia or other cooperative agreements between and among different colleges and universities. The province of Ontario, Canada, has many problems that may be solved by the creation of cooperative programs. In Ontario there is a system of extramural and continuing education which is competitive, essentially anarchic, and ill-adapted to the job of educating its yough. In its present organization there is little likelihood that the provincial system can fulfill its responsibilities of today, much less the vastly increased responsibilities it should assume tomorrow. Because there are dangers in centralization and separation from the other universities, a consortium is proposed rather than an open university. (Author/HS)

ED 065 067 HE 003 200
Student Involvement in Tenure Decisions.
Utah Univ., Salt Lake City.
Pub Date 3 Mar 69
Note—3p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Freedom, *Higher Education, Student Leadership, *Student Participation, *Teacher Evaluation, *Teacher Qualifications, Teaching Quality, *Tenure

The principal justification for granting faculty members academic tenure has historically been associated with the idea of academic freedom and economic security. However, tenure at the same time may also tend to perpetuate mediocrity and incompetence within a college community if faculty members are not carefully scrutinized prior to granting them tenure. Students, because of their close association with faculty, should definitely be included in the evaluation of teacher competence. Thus, it is recommended that the University of Utah create a Student Advisory Committee comprised of upperclassmen and graduate students in each department to make recommendations regarding curriculum or other departmental changes, and evaluations of all teachers being considered for retention or tenure. It is also recommended that 3 qualified students be granted membership on the University Tenure Advisory Committee. Their role would be to ensure that student concerns and opinion are considered by the committee in reaching their decisions. (HS)

ED 065 068 HE 003 201
The SCUE (Student Committee on Undergraduate Education) Report.
Pennsylvania Univ., Philadelphia.
Pub Date Apr 66
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, Decision Making, Educational Administration, *Educational Improvement, *Higher Education, Policy Formation, *Student Participation, *Undergraduate Study

With the annual rise in tuition costs for undergraduate students, it seems as though there should also be an increase in the quality and diversity of programs and opportunities for those same students. However, the two conditions in the past have not paralleled. For this reason, the Student Committee on Undergraduate Education (SCUE) was instituted at the University of Pennsylvania to study student attitudes toward both their curricular and extracurricular campus lives, and to propose recommendations for the improvement of undergraduate education. This document reveals student attitudes toward and makes recommendations concerning (1) the general atmosphere at Penn; (2) the campus facilities; (3) the college and the college for women dichotomy; (4) student-faculty contact; (5) advising systems; (6) entrance to the major; (7) field of concentration programs; (8) size of classes; (9) problems of course orientation; (10) teaching and teachers; (11) graduate students as teachers and graders; (12) methods of testing; (13) grading and the pass/fail system; (14) the seminar system and senior colloquia; (15) independent study and auditing; (16) student evaluation of teachers and courses; (17) the role of the student in tenure decisions; and (18) the role of the student in policymaking. (HS)

ED 065 069 HE 003 202
Anello, Michael And Others
The People's Colleges: The State Colleges of Massachusetts.
Massachusetts Advisory Council on Education, Boston.
Pub Date Aug 71
Note—224p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Educational Development, *Educational Planning, *Educational Research, *Higher Education, *Statewide Planning

This document presents a review of the present functions and programs of each of the colleges in the State Colleges of Massachusetts, the present strengths and needs of the colleges, and the capacity of the colleges individually and severally to adjust and develop, in order to discharge new functions that might be required of them by the future needs of the Commonwealth. The report presents a history of the Massachusetts State Colleges, an overview of the students, faculty, administration, and financial situation of the colleges today, the academic programs offered at the colleges, an inside view of the individual institutions, and a presentation of the functions of each of the institutions. (HS)

ED 065 070 HE 003 210
Proposal for the Establishment of an Undergraduate Minor in Humanities at Rhode Island College.
Rhode Island Coll., Providence.
Pub Date [69]
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Educational Change, *Educational Innovation, *Higher Education, *Humanities, Interdisciplinary Approach, *Relevance (Education), Student Needs

In order to permit a wider degree of flexibility and choice in the curriculum, to enable students to engage in interdepartmental training, to encourage reading and discussion of primary texts that have thematic and personal relevance to students, and to encourage broad, generalized inquiry at a time when specialization is dominant, this proposal for the establishment of a minor in the humanities at Rhode Island College is offered. The courses offered within the minor should all be exclusively reading and discussions seminars with no term papers, lectures, or examinations. Grading should be on a pass-fail basis with evaluation based on classroom participation and attendance. Faculty for the program should be chosen from a pool of faculty dedicated to the ideals of the program in the departments of English, history, sociology, art, science, and philosophy. It is hoped that this new offering will solve the need for relevance as has been expressed by the students at the college. (HS)

ED 065 071 HE 003 211
Henry, Mildred Renaud, Harriet
Examined and Unexamined Lives.
California Univ., Berkeley. Center for Research and Development in Higher Education.
Pub Date 72
Note—5p.; Reprinted from the Research Reporter, V VII, N1, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Curriculum Development, *Higher Education, *Relevance (Education), *Student Attitudes, *Student Characteristics

Research into the effects of college on students reveals that there are 6 types of students enrolled in American colleges and universities today, 4 of which are discussed in the present document. The types discussed are: (1) the psychically foreclosed or students who come to college with a predetermined career or goal in mind who never expose themselves to alternative paths or differing opinions; (2) the situationally foreclosed, or students who have never been exposed to alternative modes of thinking and behaving and are characterized by lack of information and a minimal opportunity for experience; (3) the moratorium students, or those students whose ideas and ideals change constantly, but who, in time, will achieve direction and commitment; and (4) achieved identity status students, or those students who are both deeply self-involving and flexible, made with a readiness to bend, adapt, and even change with the inevitable personal changes that life, experience, and circumstances bring about. It is clear from this that no one curriculum could ever have a great effect on students in this diverse range. Rather, curricula should be adapted to individual needs and individual personalities. (HS)

ED 065 072 HE 003 213
Ciampa, Bartholomew J.
The Instructional Process in Higher Education: A Perspective.
Pub Date [71]
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Course Evaluation, *Curriculum Development, *Curriculum Evaluation, Evaluation, *Higher Education, *Program Evaluation, *Relevance (Education)

A system of evaluation should be an essential part in the planning of each phase of curriculum development. The evaluation of the curriculum impact on the students can only be measured by comparing the students' status just before beginning the curriculum with their status at the conclusion of their studies. If little or no change in status is found, several possibilities may be considered. The college objectives may be unclear, inappropriate, or unachievable; student experiences may not be relevant to the objectives; the organization of the curricular experience may be inadequate; and/or the evaluation instruments may be invalid. (HS)

ED 065 073 HE 003 233
Tobias, Sheila
New Feminism on a University Campus: From Job Equality to Female Studies.
Pub Date 9 Nov 70
Note—8p.; Paper presented at the Symposium on Feminism, University of Pittsburgh, September 23-24, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Opportunities, *Equal Opportunities (Jobs), Females, *Feminism, *Higher Education, *Sex Discrimination, *Womens Education, *Womens Studies, Women Teachers

In her speech to the Symposium on Feminism, the author relates the growth and accomplishments of the women's movement at Cornell University. When the author first went to Cornell, not only were no women on tenure in the history, government, economics, English, physics, chemistry and math departments, but pride was taken that there had never been women on the faculties of the history, government or economics departments. A conference was held on the subject of equal opportunities for women and at a 1969 conference a NOW chapter was formed on the Cornell campus. Since that time, this organization has succeeded in ending the admissions quotas for women in various departments, has ended parietal rules and residence rules for women, and has instituted a branch of Planned Parenthood on campus so that every undergraduate female will have success to contraceptive counseling and devices. Another achievement of the 1969 conference was the development of Female Studies at Cornell. The first course taught was "The Evolution of the Female Personality." This course touches on history, sociology, literature, intellectual history, and anthropology, and was found to be of interest to undergraduate men as well as women. (HS)

ED 065 074 HE 003 234
Tobias, Sheila
Female Studies: No. 1.
KNOW, Inc., Pittsburgh, Pa.
Pub Date [70]
Note—80p.
Available from—KNOW, Inc., P. O. Box 10197, Pittsburgh, Pennsylvania 15232
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Opportunities, Females, *Feminism, *Higher Education, Sex Discrimination, *Womens Education, *Womens Studies, Women Teachers

This document presents an anthology of syllabi of courses taught or proposed during 1969-70 in the field of Womens Studies. The courses originated in a variety of manners. In some colleges, students pressed for courses based on the insights and challenges of women's liberation material. In other institutions, faculty offered interdisciplinary courses linking psychology, sociology, history, and literature about women. In still others, older courses were revitalized by amended reading lists and by the presence of liberated students in the classes. The programs are meant to stimulate new research and to support faculty positions in the field. (Author/HS)

ED 065 075 HE 003 235
Howe, Florence, Ed.
Female Studies: No. 2.
KNOW, Inc., Pittsburgh, Pa.
Pub Date [70]
Note—173p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Educational Opportunities, Females, *Feminism, *Higher Education, Sex Discrimination, *Womens Education, *Womens Studies, Women Teachers

The subject of women's studies has become prevalent on many college campuses over the past few years. This document presents a collection of essays, bibliographies and syllabi concerning the growing field of women's studies. The subjects include women in literature, women in history, women in the American economy, sex and politics, sociology of the family, the feminine personality, the psychology of women, and the linguistic behavior of male and female. (HS)

ED 065 076 HE 003 236
Howe, Florence, Ed. Ahlum, Carol, Ed.
Female Studies; No. 3.
KNOW, Inc., Pittsburgh, Pa.
Pub Date Dec 71
Note—191p.; Prepared for the Commission on the Status of Women of the Modern Language Association
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Educational Opportunities, Females, *Feminism, *Higher Education, Sex Discrimination, *Womens Education, *Womens Studies, Women Teachers

This document on women's studies is organized into 3 major parts. The first section offers a listing of women's studies courses presently being offered in colleges and universities throughout the U. S. The second part presents a carefully selected group of course outlines and bibliographies that would be of interest to those interested in forming women's studies programs at their own institutions. The third and final part presents brief accounts of 17 women's studies programs currently offered. This last section is meant to serve the needs of students searching for a place to study, faculty interested in places to teach, and students and faculty organizing programs of their own. (HS)

ED 065 077 HE 003 237
Showalter, Elaine, Ed. Ohmann, Carol, Ed.
Female Studies: No. 4. Teaching About Women.
KNOW, Inc., Pittsburgh, Pa.
Pub Date [71]
Note—87p.; Prepared for the MLA Commission on the Status of Women
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Opportunities, Females, *Feminism, *Higher Education, Sex Discrimination, *Womens Education, *Womens Studies, Women Teachers

This document on women's studies presents essays on the subject, a review of the special collections on women, and an annotated bibliography of materials dealing with women's studies and women's liberation. The essays presented include such topics as teaching about women, women in education, all male students and women's liberation, the feminist revolution in the classroom, and teaching of women's history. (HS)

ED 065 078 HE 003 238
Burn, North
Cooperation and/or Coeducation.
Pub Date May 70
Note—8p.; Presented at the Men's and Women's College Conference, Hartford, Connecticut, May 3-6, 1970
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Coeducation, *Cooperative Programs, Educational Administration, Educational Finance, *Higher Education, *Interinstitutional Cooperation, *Womens Education

The transformation of a single-sex college into a coeducational college can be extremely costly. However, a cooperative arrangement among colleges, such as the one described in this paper, can sexually integrate single-sex colleges at very little extra cost. The Five Colleges Cooperation consists of 1 male college, Amherst; 2 female institutions, Smith and Mount Holyoke; a new coeducational undergraduate college, Hampshire College; and a large state university, the University of Massachusetts. In this cooperative agreement, any student at any one of the colleges may elect to enroll in any course at any other of the colleges, so long as that course is not offered at his or her own institution. The possibility of establishing student centers for students at all of the colleges has also been discussed, as well as joint extra-curricular organizations and social clubs. This arrangement, which would cost the colleges approximately $10 million if undertaken separately, can be achieved for about $200,000 a year in a cooperative arrangement. (HS)

ED 065 079 HE 003 239
Farians, Elizabeth
Institute for the Study, Redefinition and Resocialization of Women.
Pub Date 71
Note—62p.
Available from—NOW's Ecumenical Task Force on Women and Religion, 6125 Webbland Place, Cincinnati, Ohio 45213 ($2.25)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Responsibility, Females, *Feminism, *Higher Education, *Sex Discrimination, Social Change, *Womens Education

Women have been traditionally discriminated against and have been brainwashed to overlook this discrimination by the society in which we live. However, more and more women are becoming discontent with their traditional roles as wife, mother, and housekeeper, and are demanding their full and equal rights as persons. The university has an important role in developing women and men and for preparing them to meet the challenge that a changing society offers. It is therefore suggested that universities create an Institute for the Study, Redefinition and Resocialization of Women as an independent institute or interdisciplinary department in the university. The Institute would contain 2 divisions: the Division of Woman Studies and Research of Women, and the Division of Continuing Education. Such an institute would provide women with the opportunity to learn the necessary skills to participate in a more representative way in decision-making whether in government or in community or business. (HS)

ED 065 080 HE 003 240
Solmon, Lewis C.
The Definition and Impact of College Quality. Final Report.
National Bureau of Economic Research, Inc., New York, N.Y.
Spons Agency—National Academy of Sciences - National Research Council, Washington, D. C. Div. of Behavioral Sciences.; National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-0538
Pub Date Jun 72
Grant—OEG-2-710538
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Graduates, *Educational Quality, *Higher Education, *Income, *Salaries, Socioeconomic Status

This document is the report of a study designed to determine the economic effects of quality education on college graduates. In order to do this, a sample of World War II veterans was surveyed as to their incomes after college. A regression analysis was used to study the relationship between college quality and individuals' incomes, controlling for individual ability, years in school, experience, and other socio-economic traits. Both peer group effects and faculty quality were found to be significant influences on later incomes of students. The influence of quality grew as labor force experience grew. Educational quality seemed to have greater effects for more able students. Also additional years in school are substitutes for college quality in the process of preparing to earn income in post-school life. (Author/HS)

ED 065 081 HE 003 241
Paulson, Casper F., Jr.
College Research Development (CORD) Program for the Oregon State System of Higher Education. Final Report.
Oregon State System of Higher Education, Monmouth. Teaching Research Div.
Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.
Bureau No—BR-6-2678
Pub Date 30 Jun 72
Grant—OEG-4-6-062678-2128
Note—159p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Cooperative Programs, Educational Development, *Educational Research, *Higher Education, *Interinstitutional Cooperation, *Statewide Planning

The main purposes of the College Research Development (CORD) project were to: (1) develop educational research competencies of individual faculty members at 5 institutions in the Oregon State System of Higher Education; (2) develop research support and management capabilities within these institutions; and (3) foster interinstitutional collaboration and pooling of resources. The project was conducted by and for a consortium of institutions that included Eastern Oregon College, Southern Oregon College, Oregon College of Education, Oregon Technical Institute, Portland State University, and the Teaching Research Division of the Oregon System of Higher Education. Principal activities in the first year were seminars, workshops, and demonstrations for faculty, administrators, and business officers. Subsequent activities primarily involved preparation and review of proposals, and conducting research and development projects. Projects were completed in areas of biology, poetry, economics, music, pass/fail grading, and student evaluation of instruction. Some projects not culminating in final reports had substantial accomplishments. A sizable program patterned after CORD has been established by the State. (Author/HS)

ED 065 082 52 HE 003 242
Matthews, Geraldine O.
Identification and Coordination of African-American Materials in Six States. Annual Report.
North Carolina Central Univ., Durham.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.
Bureau No—BR-1-0715
Pub Date Jun 72
Grant—OEG-0-71-3890
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, African Literature, *Educational Research, *Higher Education, Negro Culture, *Negro History, *Negro Literature

In August of 1971 a program was launched at North Carolina Central University School of Library Science to identify and coordinate African-American materials in southeastern states. Alabama, Georgia, North Carolina, South Carolina, Tennessee, and Virginia were chosen on the basis of their geographical proximity to North Carolina and the wealth of materials on or about black people that were already available in some of their libraries. The librarians of 6 institutions in the representative states conducted the state searches for materials. Newspapers, periodicals, published works, manuscripts, bibliographies, broadsides, and other forms of materials were collected. This pilot study may be used as a model for eventual national control of African-American materials. (Author/HS)

ED 065 083 24 HE 003 243
Spivey, Bruce E. And Others
A Basic Instructional Unit in Ophthalmology for Medical Students: Conceptualization, Development, Validation and Implementation. Final Report.
Iowa Univ., Iowa City. Coll. of Medicine.
Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.
Bureau No—BR-0-F-060
Pub Date 31 Jan 72
Grant—OEG-6-70-0028(509)
Note—252p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Educational Improvement, *Educational Innovation, Experimental Groups, *Experimental Programs, *Higher Education, *Medical Education, Medical Students, *Student Participation

A systems approach has been used to develop and validate instructional materials in medical education. Seven self-instructional units, currently in various stages of completion, form the basis of a basic curriculum in opthamology. Performance objectives for the units were derived from the results of a questionnaire responded to by 1,600 practitioners and students of differing backgrounds and areas of specialization. The instructional materials concentrate on the development of clinical information-gathering and management skills rather than the recall of factual knowledge. The 7 units are expected to consist of approximately 20 hours of instruction. A 5-hour unit on ophthalmoscopy has undergone tryout and revision based on student performance. Performance on newly developed mannequins, which allow simulation of the opthalmoscopic examination, was the criterion measure. Sophomore medical students, after completing the opthalmoscopy unit, were compared to senior medical students who had had experience in using the opthalmoscope with patients. The sophomore students performed an average of 13 percentage points higher over-all than the seniors, and 63% of the sophomores scored higher than any senior. (Author/HS)

ED 065 084 24 HE 003 244
Feliz, George C.
The Regional University Centers: Innovation in Chile.
California Univ., Berkeley. Center for Research and Development in Higher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0248
Pub Date 72
Contract—OEC-6-10-106
Note—411
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Developing Nations, *Educational Development, Educational Innovation, *Educational Planning, *Higher Education, *International Education, Regional Planning, Universal Education

In 1960 a regional college at Temuco, Chile was established to take education to the people of that area and to reach citizens outside metropolitan areas where the only post-secondary institutions were located. In 1961 another regional college at La Serena was established with 6 additional regional centers in operation by 1970. These institutions, now campuses of the University of Chile, have had great impact on the people of the country in offering educational opportunities that were before close to impossible. This study presents the trends, conditions, and problems of the centers during their first decade, and draws heavily on responses from samplings in

the centers and their communities. Contents include sections on the origins, functions, and evolution of the centers; their structure, organization, and decisionmaking; their curricula; their instructors, students, and graduates; community and regional relations; budgeting and financial support; perspectives and observations on current issues; and conclusions regarding the founding of a new type of higher education institution. (HS)

ED 065 085 HE 003 245
Education Directory 1971-72. Higher Education.
National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No—DHEW-OE-72-95
Pub Date 72
Note—516p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.250:50000-72, $3.75)
EDRS Price MF-$0.65 HC-$19.74
Descriptors—*Colleges, *Directories, *Higher Education, *Undergraduate Study, *Universities
This directory lists institutions in the U.S. and its outlying areas offering at least a 2-year program of college-level studies in residence. The information presented for each institution includes the telephone area code and number, the address, the congressional district and county in which the institution is located, the identification code, the fall 1970 enrollment, sex of student body (men, women, coed, or coordinate), calendar system, control or affiliation, highest level of offering, type of program, accreditation, and principal administrative officers. (HS)

ED 065 086 HE 003 246
Hampton, Robert O.
Afro-American Studies: Present Trends. Final Report.
Hampton Associates, Washington, D. C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-1-0411
Pub Date Jun 72
Contract—OEC-3-71-0134
Note—93p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, *Higher Education, *Negro Culture, *Negro Education, Negro Students, Negro Teachers, *Student Characteristics
This report is the result of a nationwide survey to establish a baseline of descriptive information on why some students are not interested in black studies and others are, and the characteristics of the faculty and variations in program structures. The study compares selected characteristics of enrollees and non-enrollees in Afro-American Studies Programs, paying particular attention to factors in the students' backgrounds that may have provided them with past exposure and previous contact in cross-cultural or racially mixed situations, information on the students' concept of self and self-determination, and information on the goals, interests, and aspirations of the students. Major findings are: (1) the 2 groups are comparable on measures of self-concept and self-determination; (2) both groups indicated the same reasons for wanting to go to college, but the enrollees emphasized occupation more heavily; (3) both groups had primarily the same interests, but the non-enrollees seemed more interested in political matters; (4) non-enrollees were more definite about obtaining a master's degree within 10 years; (5) cost was an important factor for enrollees in selecting their college wheras non-enrollees placed more importance on leaving home; and (6) the faculty members were young, substantially male, and racially mixed, with only minimal white participation in the programs. (Author/HS)

ED 065 087 HE 003 247
Kaupe, Arthur F., Jr. And Others
Economical Remote Terminals for Small Institutions. Final Report.
Western Inst. for Science and Technology, Waco, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-O-G-113
Pub Date 30 Jun 72
Contract—OEC-6-71-0488(509)
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, Computer Assisted Instruction, *Computer Oriented Programs, *Educational Finance, *Educational Research, *Educational Technology, Financial Support, *Higher Education
The cost of providing adequate computer service is imposing an extraordinary strain on the budgets of many institutions of higher education, particularly small to medium sized institutions that do not have large, federally-funded research programs. They face 2 critical problems: (1) how to obtain sufficient computer services for student use so that a large percentage of their students can become familiar with the regularly used, modern, data processing techniques; and (2) how to provide adequate computer capability to hold and attract competent faculty members who wish to pursue research activities that require the use of large computing facilities. After careful analysis of the various modes available to small colleges, remote batch operations appear to provide the lowest cost alternative. It is convenient for administrative, student, and research uses, and is within the budgets of most small colleges. (HS)

ED 065 088 HE 003 248
Shelton, Joe B.
A Comparison of Faculty Academic Advising and Academic Advising by Professional Counselors. Final Report.
Johnson County Community Coll., Shawnee Mission, Kans.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-1-G-038
Pub Date Feb 72
Grant—OEG-7-71-0015(509)
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Students, *Counselors, Educational Counseling, *Educational Guidance, *Faculty Advisors, *Higher Education, Student Opinion
The purpose of this study was to obtain and compare perceptions of students relative to their academic advisement experiences with professional counselors and faculty advisors. A questionnaire was mailed to 225 present or past students of 3 community colleges in the states of Kansas, Missouri and Arkansas. Each student in the sample had experienced academic advisement from both a counselor and an academic advisor. Of the sample, 146 students responded by returning the completed questionnaire. In addition to the survey, a personal interview was conducted with 10 eligible students to provide validation for the questionnaire and supplementary information. The study revealed that counselors are significantly more concerned about students, more accepting of students, more genuine with students, more approachable to students, and more effective in meeting the advisement needs of students, than are faculty advisors. Based on the results of this study, it is recommended that colleges utilize more trained counselors in their advisement programs. It is also recommended that colleges make greater efforts to provide adequate advisement for the beginning student. (Author/HS)

ED 065 089 HE 003 249
Calista, Donald J.
College Students' Instructional Expectations and Evaluations.
Pub Date Jul 72
Note—134p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Effective Teaching, *Evaluation Methods, *Higher Education, *Relevance (Education), Summative Evaluation, *Teacher Evaluation, Teacher Improvement, Teaching Quality
Typical end-of-course faculty ratings were questioned for their inability to measure actual classroom interaction. Extending the concept of these evaluations to include the student instructional expectations dimension, the study proposed that the classroom experience be related to the process and systems approaches, more dependent upon monitoring and feedback. As a working model for classroom role structure, it employed Stogdill's group achievement framework to distinguish between those expectations associated with institutional dynamics--called situational--and those related to the classroom--called contextual. Instruments were administered at the opening--and close--of a semester to 209 students in 8 social science classes in 3 colleges. Developed from previous Critical Incident and factor analysis techniques, the 20 instrument items employed modified Semantic Differential scales. Additionally, the study examined relationships between expectations and the AVL (Allport-Vernon-Lindzey) Value Scale. The substantive hypotheses--for each class and demographic variable--found statistically significant differences between expectations and evaluations, even for high evaluations. If these evaluations demonstrated the direction of expectations, but failing to indicate their intensity, the study concluded that extrapolations made solely from evaluations were of questionable value in measuring the range of classroom dynamics. AVL intercorrelations did not produce any significant patterns, however. (Author)

ED 065 090 HE 003 250
Martinko, Agnes
Current Status of the Planning Process Particularly in Higher Education in Other States.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Research.
Pub Date Jun 72
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Development, *Educational Planning, *Higher Education, *Planning, *Statewide Planning
The very nature of planning in any field involves the anticipation of events that might emerge in the institution or institutions being planned for. It is important for state education agencies to develop 3 kinds of interrelating goals and policies: (1) those relating to its own organization and operation; (2) those pertaining to the organization and operation of the education programs in the state; and (3) those pertaining to the state's relations with other agencies, institutions and organizations within and without the state. This document outlines general planning concepts and concepts for comprehensive educational planning and central higher education planning. Suggestions are made for the implementation of planning techniques in both a general scope and in the specific field of higher education. An extensive bibliography is included. (HS)

ED 065 091 HE 003 251
Blackburn, Robert T. Trowbridge, Keith W.
Faculty Accountability and Faculty Workload: A Preliminary Cost Analysis of Their Relationship as Revealed by Ph.D. Productivity.
Pub Date [72]
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, Cost Effectiveness, *Doctoral Programs, Doctoral Theses, *Higher Education, *Noninstructional Responsibility, Program Costs, *Teaching Load
The purpose of the present study was to determine faculty output and accountability within faculty workload by determining the unit cost in output and effort in graduating a single Ph.D. student. Work equivalents are determined from institutional and faculty self-reports at a major graduate university in which 225 faculty members were surveyed. Findings show that a faculty output of 1 Ph.D. per year is approximately one-third of a workload. It is evident that graduating a Ph.D. requires more effort than teaching 1 regular 3-hour course during a term. Since there is a price value on the credit hour, there can be derived a cost equivalency for Ph.D. output. (HS)

ED 065 092 HE 003 252
Blackburn, Robert T. Aurand, Charles H., Jr.
Mobility Studies on Academic Men: Some Methodological Concerns and Substantive Findings.
Pub Date [72]
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *Educational Research, *Faculty Mobility, *Higher Education, Mobility, *Occupational Mobility, Professors, Teacher Persistence
In the present document, 18 empirical studies on the mobility of academic men are examined. Results of the study indicate that it is difficult to determine what faculty members will change their jobs for what reasons. It is felt that the economic aspects of a new job offering are not the only reasons for a faculty member's decision to change positions. Faculty are generally classified into 2 categories: the movers and the non-movers.

Those who are movers, it is found, seem to feel that they will find more satisfactory working conditions at institutions other than the one where they are employed. What they actually find is a situation closely resembling the one that they left, and once again they move on. Faculty mobility appears to be decreasing heavily as the job market absorbs the overpopulation of Ph.D.'s, and the subject, within a very short period of time, is expected to become close to impossible to study. However, research is needed in the field of intrainstitutional mobility. Career paths within colleges and universities, mobility through the ranks and into and out of administration, are becoming increasingly important areas where study is needed. (HS)

ED 065 093 HE 003 253
Bernard, William W. Blackburn, Robert T.
Faculty Role Conflicts in a Rapidly Changing Environment.
Pub Date [72]
Note—17p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *Higher Education, Professors, *Psychological Patterns, *Role Conflict, *Role Perception

Faculty role conflicts with respect to 17 work activities are examined in a rapidly changing university School of Education. Actual and perceived expectations for each activity with respect to the role sets of undergraduate and graduate students, administrators, and faculty themselves are shown. Difficulty in fulfilling expectations is a third measure of role conflict. Findings indicate that faculty experience greatest role conflict with respect to self-set standards. Those work activities that are the most public (research, publications, institutes) produce greater stress than do either teaching or service functions. The consequences of purposively increased stress are discussed and implications for faculty careers are indicated. (Author/HS)

ED 065 094 HE 003 255
Austin, Michael J., Ed. And Others
The Field Consortium: Manpower Development and Training in Social Welfare and Corrections.
State Univ. System of Florida, Tallahassee.
Spons Agency—Florida State Dept. of Health and Rehabilitative Services, Tallahassee.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No—Monogr-3
Pub Date Jun 72
Note—125p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Criminology, *Evaluation Needs, *Field Instruction, *Higher Education, Human Services, Manpower Needs, *Social Work, Social Workers

In 1970 the State University System of Florida and the Division of Community Colleges inititated a statewide Social Work Education Planning Project. This project is designed to determine the current and projected manpower needs for professional and paraprofessional social work personnel and to assess the extent to which the institutions of higher education in the state are preparing graduates to meet these needs. This monograph is designed to highlight the need for further evaluation of field instruction within the area of social work education. The first section involves a discussion of manpower utilization, including a discussion of the new roles that are being assumed by human service workers from the high school level through graduate level training. The second section provides a program description of the project on delinquency prevention as well as some projections about the future role of social work in the field of corrections. In the third section evaluation is made of the differential staffing pattern utilized in the pilot and in particular focuses on the issues of team work, leadership, and the assumption of new roles in human service delivery. The fourth and final section presents a discussion of criminal justice and social welfare and curricular implications are cited. (HS)

ED 065 095 HE 003 256
Austin, Michael J., Ed. And Others
Curriculum Building for the Continuum in Social Welfare Education.
State Univ. System of Florida, Tallahassee.
Spons Agency—Florida State Dept. of Health and Rehabilitative Services, Tallahassee.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No—Monogr-2
Pub Date Jun 72
Note—160p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Continuous Progress Plan, *Curriculum Development, Educational Innovation, *Educational Planning, *Flexible Progression, *Higher Education, Social Work

During 1970 Florida's University and Community College Systems held a workshop to discuss the idea of a curriculum continuum that would begin at the community college level and extend through the upper levels of graduate work. It was acknowledged that any continuum involving more than 1 level of education should include flexible opportunities for admission, graduation, and readmission as long as appropriate. It was decided that some form of social welfare education would be a likely candidate for such a continuum, and the Social Work Education Project was developed. Social welfare is a vital area to growing societal demands and those responsible for the curriculum design recognize their interdependence. This document presents an overview of the problem as a whole, offers illustrations of the Florida innovations that are underway in such a continuum, and suggest directions that might be taken to realize this objective. (HS)

ED 065 096 HE 003 257
Fact Book for the State University System of Florida 1972.
State Univ. System of Florida, Tallahassee.
Pub Date 72
Note—141p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—College Faculty, Educational Finance, Educational Programs, *Educational Research, *Higher Education, *Institutional Research, Professors, *Statewide Planning

The State University System of Florida developed this Fact Book in response to a need for a convenient and authoritative source of information on the operations of the System and the individual universities. The Fact book contains information concerning student enrollment at the various universities, programs offered and degrees granted from 1966-67 through 1970-71, the employment of faculty and staff, allocation of physical facilities, and the financial situations of the various universities. Also included are campus maps and a glossary of terms used in the text of the document. (HS)

ED 065 097 HE 003 258
Moore, Donald R.
Some Legal Aspects of Campus Housing.
Pub Date Mar 72
Note—22p.; Paper presented at the APGA Convention--Session 557, "Current Legal Questions and Trends; College Residence Halls," Chicago, March 29, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Responsibility, *College Housing, Court Litigation, *Dormitories, Educational Administration, *Higher Education, *Housing, *Legal Problems, Legal Responsibility

Legal aspects and implications affecting college and university housing administration are unpredictable, unsettled, and subject to change. The complete practical guide to the everyday legal answers for campus housing simply does not exist. This document presents some specific legal considerations involved in housing that may affect the management roles of housing officers. The topics are discussed by a recent graduate of the Tulane Law School who was a student member of the Housing Office staff, and a junior in the Tulane Law School who is a student advisor in housing. The specific areas covered are: (1) the validity of a housing contract signed by a minor; (2) legal responsibility of student staff for acts of negligence; (3) legal responsibility for storage of students' belongings; (4) search and seizure in residence halls; (5) curfews in women's dormitories; (6) responsibility for unauthorized visitors and casual travelers in campus residence halls; and (7) responsibility for theft of personal property in campus housing. (HS)

ED 065 098 HE 003 259
Hefling, Robert, Ed.
A Bibliography of Reference Materials for Evaluating Foreign Student Credentials.
American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.
Pub Date Nov 71
Note—62p.
Available from—Ms. Hattie Jarmon, Academic Advisory Staff, Office of International Training, Department of State, A. I. D., Washington, D. C. 20523
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation Methods, Evaluation Techniques, Foreign Culture, *Foreign Students, Grade Equivalent Scales, *Higher Education, *Student Evaluation, *Student Exchange Programs

The Academic Advisory Staff (AAS) of the Office of International Training (OIT), Agency for International Development (AID) analyzes and interprets the academic credentials of AID participants from cooperating countries in terms of the educational system of the U. S. To carry out this service the AAS has developed a library of reference materials for use by credential analysts, educators, and AID staff members. This document lists the references contained in the library. The references are grouped in terms of their content and usefulness on either a world-wide basis or by regions of the world. Within each region the countries are listed alphabetically, and the pertinent references follow each country. (HS)

ED 065 099 HE 003 262
Pitcher, Barbara
Report of Validity Studies Carried Out by ETS for Graduate Schools of Business 1954-1970.
Educational Testing Service, Princeton, N.J.
Pub Date Apr 72
Note—78p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Business Education, *Grade Prediction, Graduate Students, *Graduate Study, *Higher Education, *Predictive Ability (Testing), Predictive Measurement

This report is primarily a summary of the results of validity studies carried out by the Educational Testing Service for graduate schools of business during the 3 years of the Admission Test for Graduate Study in Business (ATGSB) Validity Study Service. The report covers 69 studies carried out for 67 graduate schools of business in the period from academic year 1967-68 through 1969-70.

ED 065 100 HE 003 263
Higher Education in the States, v3, n4.
Education Commission of the States, Denver, Colo.
Pub Date May 72
Note—56p.
Available from—Higher Education Services, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Colorado 80203
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Planning, Colleges, *Educational Administration, *Educational Development, Governance, *Higher Education, Institutional Administration, *Legal Problems

This document contains a summary table of the statutes, amendments, and constitutional provisions in the 50 states forming the legal bases for the establishment of educational corporations and private postsecondary institutions. The major portion of the legal bases concern 2- and 4-year degree-granting institutions and nonprofit corporations. The summary table includes 12 areas of concern and, because of the number and lengths of these areas, has been divided into 2 parts as follows: Part 1 contains (1) provisions for the incorporation or chartering of corporations and/or institutions; (2) provisions concerning licensure, accreditation, certification, or permission at the state level; (3) descriptions of the types of postsecondary institutions included in the statutory provisions; (4) provisions for restricting or prohibiting certain titles such as college or university; (5) regulation or authorization for the granting of degrees; and (6) provisions for the development and maintenance of standards, rules, and regulations; Part 2 contains: (7) provisions for certain financial requirements before a corporation or institution is chartered, established, or operated; (8) provisions for evaluations, review, investigations, etc.; (9) provisions covering out-of-state schools for operation in another state or correspondence courses; (10) any penalties or descriptions of offenses or violations of statutes; (11) institutions or areas excepted from the statute cited; and (12) miscellaneous areas of concern. (Author/HS)

ED 065 101 HE 003 264
Santopolo, Frank A. Alexander, Frank D.
A Socio-Drama Relating Sociological Concepts to County Agents' Behaviors.
State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.
Report No—SR-19
Pub Date Nov 68
Note—26p.; Presented at National Extension Staff Training and Development Conference, 1968
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Educators, *Extension Agents, Extension Education, *Higher Education, *Instructional Staff, Role Playing, *Sociodrama, Teaching Methods

In this socio-drama the extension educator had invited the sociologist for a second meeting to explore with the latter sociological concepts relevant to the county extension agent's job. The extension educator presented to the sociologist several important behaviors of the county agent as discovered through research using the critical incident technique and asked him to indicate sociological concepts that might be helpful to the agent in performing his tasks. The encounter between the 2 professionals was intended to suggest an approach that an extension educator might make to a sociologist for isolating sociological concepts relevant to the county agent's job. It ended with a commitment by the sociologist to take the lists of behaviors of county agents that the extension educator had developed through the use of the critical incident technique and relate sociological concepts to these behaviors. The sociologist in turn left 3 books with the extension educator that he felt would be useful to him in his quest for sociological concepts that would, if understood by the county agent, be helpful in his job performance. (Author)

ED 065 102 HE 003 265
Alexander, Frank D.
The National Seminar on Curriculum Development for Extension Workers as Seen by Participants.
State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.
Report No—SR-17
Pub Date Oct 68
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Education, *Curriculum Development, Educational Improvement, Educational Planning, *Extension Agents, *Extension Education, *Higher Education

The National Seminar on Curriculum Development for Extension Workers held its first session in December 1963, and since that time there have been 9 additional meetings. This report undertakes to present an evaluation of the 10 meetings of the Seminar. A survey questionnaire was prepared and sent to 21 current or past participants and returns were received from 16 or 76%. A summary of the results includes: (1) a total of 62 publications, reports, or papers were contributed to the seminar; (2) 10 of the respondents reported 13 publications to be classified under the category, relating to derivation of concepts from anthropology and sociology, and 6 respondents reported 10 publications classified as relating to derivations of concepts from psychology and educational psychology; (3) 13 respondents made 20 mentions of the use of ideas derived from the Seminar for planning courses; (4) 6 respondents made 10 mentions of the use of ideas derived from the Seminar in advising and thesis counseling of graduate students; (5) of the participants made 10 mentions of the use of ideas derived from the Seminar in planning curriculum; (6) 7 of the participants made 9 mentions of efforts to diffuse ideas derived from the Seminar; and (7) 8 of the participants made 12 mentions of individual gains derived from the Seminar. The evidence from this evaluation provides strong support for the investment of time, effort, and money by the participants in the Seminar exercise. (HS)

ED 065 103 HE 003 266
Millard, Richard, Ed. And Others
Planning and Management Practices in Higher Education: Promise or Dilemma?
Education Commission of the States, Denver, Colo.
Spons Agency—Esso Education Foundation.
Pub Date May 72
Note—210p.; Proceedings of the National Forum on New Planning and Management Practices in Higher Education, Denver, January 26-28, 1972
Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincole Street, Denver, Colorado 80203 ($3.50)
Document Not Available from EDRS.
Descriptors—*Educational Administration, *Educational Development, Educational Finance, *Educational Planning, Financial Support, *Higher Education, *Management

With the converging concerns regarding institutional financing, public accountability, and the development of more effective techniques for planning and managing of postsecondary educational institutions and systems, the need for serious, practical consideration of the state of the art in new planning and management techniques in postsecondary education has become progressively more critical. The National Forum on New Planning and Management Practices in Higher Education grew out of such a need, and the present document presents the papers and discussions that took place at the Forum. To place the systems in perspective, the first day of the Forum was devoted to a keynote address on the problems of higher education leadership in the 1970s, overviews and cautions in relation to goal-setting and evaluation, planning and resource allocation, and execution and operation followed by a discussion of the implications of existing planning and management systems. The morning of the final day was devoted to strategies of accomplishment and problems of implementation and a general question and answer session. An appendix describes data base management systems, basic operational systems, planning and resource allocation tools, and communication base tools. (HS)

ED 065 104 24 HE 003 273
Sefein, Naim A.
Consortium Research Development Program for the State University Colleges at Buffalo and at Fredonia, New York and Gannon College at Erie, Pa. Final Report.
State Univ. of New York, Fredonia. Coll. at Fredonia.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-1015
Pub Date Dec 70
Grant—OEG-1-7-07105-3909(010)
Note—192p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Educational Research, Educational Researchers, *Educational Responsibility, *Higher Education, Manpower Needs, *Research Needs, Research Skills, *Social Change

This report deals with the problem of encouraging colleges to engage in educational research. More specifically, it concerns itself with questions such as: What is the present role of the small college? What roles can small colleges most effectively play in the continuum of research needs? What resources are necessary for playing these research roles? How do the existing college policies and resources relate to those needed for research productivity? What changes in college resources and procedures are required for research and how can they be efficiently made? More than at any time before, society is looking to educational institutions to solve its problems. However, a serious shortage of researchers presents little chance that solutions to society's problems will be found. The existing challenge to education cannot be met completely by training more researchers. In addition to increasing the research personnel, the practitioners and the community leaders must be encouraged to join hands with researchers in pursuit of the desired solutions. Without the cooperation of all educators and community leaders, there is little hope that education can meet the challenge. (Author/HS)

ED 065 105 HE 003 295
Shoenfeld, Janet D.
Student-Initiated Changes in the Academic Curriculum.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Report No—Occas-Pap-72-1
Pub Date Jul 72
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Students, *Curriculum Development, *Educational Innovation, *Higher Education, *Relevance (Education), *Student Centered Curriculum, Student Interests

The literature on student unrest at colleges and universities cites dissatisfaction with the learning experience as a primary cause of student rebellion. Student charges that many college courses are irrelevant to social realities and needs, and that the traditional structure of the academic curriculum results in a fragmented and superficial educational experience are familiar to all concerned with higher education. Not only has the substance of particular courses and academic programs come under attack, but also the methods of packaging them, such as the A-to-F grading system, the use of lectures rather than independent study, and inflexible course and degree requirements. Studies have indicated that in the past only a few colleges and universities provided effective means for students to design or shape accredited academic programs. Now, however, institutions of all types, sizes, and geographic locations are not merely bowing to student pressures for participation in educational reform, but are actively encouraging student suggestions for change. This paper summarizes results from a survey of student initiated changes in college curriculum in over 230 diverse higher education institutions in the U.S. (Author/HS)

ED 065 106 HE 003 326
Marchese, Theodore J.
Toward a More Effective Experience for Freshmen.
Pub Date Aug 72
Note—15p.; Paper presented at the CASC Workshop, Spring Arbor, Michigan, August 10, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Freshmen, College Students, *Curriculum Development, *Educational Change, *Educational Innovation, *Higher Education, *Relevance (Education), Student Needs

Although the freshman year in college is perhaps the most important year, the entering freshman often gets the largest classes, the least experienced and poorest paid faculty, the fewest academic options, the least advisement, the dullest subject matter, the least personal living arrangements, and the most personal rules. The first problem that needs to be confronted is the need for a new attitude toward freshmen and their experience. To further this new attitude, several suggestions are made: (1) appoint a director for freshman studies to be a personification of the institution's concerns for the freshman experience; (2) designate a special team for freshman advisement; (3) appoint a college senate committee on freshman studies; (4) establish a separate set of educational objectives for the freshman year; and (5) create programs to enhance freshman identity and morale such as publications, dinners, trips, concerts, or lecture series. Whatever the method, relevance must be put back into the freshman year to keep the talented youth interested in the higher education experience as a whole. (HS)

ED 065 107 HE 003 327
Marchese, Theodore J.
Justice for Freshmen.
Pub Date 71
Note—8p.; Opening presentation at each of the 6 AAHE Midwest Regional Conferences--Cleveland, East Lansing, St. Louis, Racine, Peoria, St. Paul, Sept. 28 - October 12, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Freshmen, College Students, *Curriculum Development, Educational Change, *Educational Innovation, *Higher Education, *Relevance (Education), Student Needs

The freshman year in college is perhaps the most important year for many reasons. It is during the freshman year that students form their attitudes toward college and their studies. In addition, many students make decisions as to their college major, their potential occupational field, or whether or not to remain in college at all. In spite of the importance of the freshman year, the year fails at least as often as it may be said to succeed. This lack of success is due in part to the lack of response of the typical freshman curriculum to student needs. The entering freshman in a college often gets the largest classes, the least ex-

perienced and poorest paid faculty, the fewest academic options, the least advisement, the dullest subject matter, the least personal living arrangements, and the most personal rules. The freshman curriculum needs to be revised to enable students to match courses with their interests and needs, rather than taking courses because they contain knowledge that everybody should have. If the freshman curricula were to be corrected now, it is possible that much of the talent that is currently dropping out of college may be utilized by our society in 4 years. (HS)

ED 065 108 HE 003 328
Miller, Lindsay
Newest Course on Campus. Women's Studies.
Pub Date May 72
Note—24p.; Series printed in the New York Post, Vol. 171, Nos. 159, 160, 161, 162, 163, 164, May 22, 23, 24, 25, 26, 27, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Equal Opportunities (Jobs), Females, *Feminism, *Higher Education, *Sex Discrimination, *Womens Education, *Womens Studies

This document presents a series of 6 articles that present the case for women's studies in today's colleges and universities. Our society has traditionally discriminated against women, not only in jobs and education, but also by defining the female role as a submissive one, where the woman's highest goal is to further the occupational success of her spouse. The purpose of women's studies is to redefine the female role in terms of the possibility of women attaining success and fulfillment through professional occupations rather than through homemaking and childrearing. Courses in women's studies attempt to raise the awareness of the achievements of women through the normal educational process. During the 1971-72 academic year there were approximately 750 women's courses on 500 campuses, covering topics from the history and literature of women to sex, sexism, and sex roles. It is hoped by the leaders of the movement that women's studies will become even more widespread and will penetrate the consciousness of all persons in every phase of our society. (HS)

JC

ED 065 109 JC 720 168
Geier, Mary Alice
There's a Community College in My Town: What Do I Do Now?
Campus Ministry with Community Colleges, Los Angeles, Calif.
Pub Date 72
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Church Programs, Church Responsibility, *Church Role, *Clergymen, *Community Services, *Interinstitutional Cooperation, *Junior Colleges

This is a handbook for churchmen who are concerned about community colleges. The information presented covers many aspects of campus ministry at community colleges, factual material about community colleges, and methods of becoming acquainted with the local community college. How to establish a campus ministry, and how this campus ministry should relate to phases of campus life, such as community services, counseling and health services, student activities, and the instructional area are discussed. Other information refers to emphasizing ministry to the faculty, policy-making, and the role of the churchman as interpreter. Some assumptions regarding potential church-college relationships are: (1) community colleges and churchmen have in common the commitment to community services; (2) community colleges will be more receptive to ecumenical than parochial approaches; (3) religious clubs and programs seem no longer practical or appropriate; (4) the church and community college can contribute to and enhance each other's programs; and (5) the church will have to take the initiative in this effort. (RN)

ED 065 110 JC 720 172
Hoffman, Herbert H.
The Annual Report as a Junior College Library Evaluation Tool.
Santa Ana Coll., Calif.
Pub Date [72]
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annual Reports, *Evaluation Criteria, *Junior College Libraries, *Junior Colleges, *Library Standards, *Library Surveys, Objectives

This study attempts to determine if the average American junior college library annual report is used as an evaluation tool. If so, it should demonstrate how well library objectives are being met. A survey of a random sample of 260 junior college libraries collected information regarding annual reports, written statements of objectives, and evaluation consciousness. Some findings based on the 170 responses (65%) were: (1) 75% of the respondents prepare annual reports; (2) about one-half of the annual reports are prepared by libraries that have no written objectives; (3) more than one-half of all annual reports are prepared without reference to objectives; (4) collection and circulation data are the dominant topics in the annual reports; (5) one-half of the respondents use two or more methods for evaluation, and were therefore classified as "evaluation conscious"; and (6) high evaluation consciousness is associated with annual report preparation. It was concluded that to write more meaningful annual reports, librarians must search for clear and specific evaluation criteria and also present the accomplishment of their libraries' services in terms of predetermined, operationally defined objectives. (RN)

ED 065 111 JC 720 173
Proceedings of the First Hawaii Innovations Institute.
Association for Educational Communications and Technology, Washington, D.C.; Group 10 for the Seventies, Chicago Heights, Ill.; Hawaii Univ., Honolulu. Leeward Community Coll.
Pub Date Feb 72
Note—190p.; Proceedings of an institute held February 15-19, 1972 at the Princess Kaiulani Hotel, Honolulu, Hawaii
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Conference Reports, *Educational Improvement, *Educational Innovation, *Governance, *Instructional Improvement, *Junior Colleges, Participant Involvement

The First Hawaii Innovations Institute brought together education specialists in various educational fields to accomplish the following objectives: (1) explore new and imaginative ways of improving teaching and governance; (2) involve each participant in any three study groups, the deliberations of which were facilitated by a research center; (3) involve in these discussions all levels participating in the educational process, administrators, faculty, the community, and the students; and (4) exchange views with colleagues and students in other educational institutions in Hawaii. A summary of resolutions made during the institute is given, along with results of a questionnaire administered to the participants in an attempt to evaluate procedural aspects of the institute. (RG)

ED 065 112 JC 720 174
Report of the Committee on Junior (Community) College Curriculum 1971-72.
American Accounting Association, New York, N. Y.
Pub Date Jul 72
Note—76p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Accounting, *Articulation (Program), *Business Education, College Cooperation, *Interinstitutional Cooperation, *Junior Colleges, Transfer Programs

The Committee on Junior (Community) College Curriculum was formed to suggest means of cooperation and communication between faculties of 2-year colleges and those of institutions to which their students commonly transfer. It was also charged with encouraging new approaches of instruction in accounting and other related subjects, as well as considering employment for graduates of 2-year colleges. Topics covered by the 8-member committee were the role of the community college in higher education, accounting in the community college, and articulation problems concerning community and senior colleges. Committee findings included: (1) there are sufficient employment opportunities for graduates of 2-year accounting curricula to justify such programs; (2) no specific accounting curriculum was recommended since flexibility in meeting local needs should be maintained; (3) cooperation between 2- and 4-year schools should include counseling transfer students to take only one year of accounting; (4) there needs to be continuous communication between 2- and 4-year schools so that their programs and objectives are mutually understood; and (5) the American Accounting Association, the American Institute of Certified Public Accountants, and the American Association of Collegiate Schools of Business need to work to bring together teachers from both types of schools. A bibliography is included to encourage and facilitate further research. (RN)

ED 065 113 JC 720 175
Allan, Henry C., Jr.
The Evolution of Credit-By-Examination at Moraine Valley Community College.
Moraine Valley Community Coll., Palos Hills, Ill.
Pub Date Mar 72
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Advanced Placement, *Advanced Placement Programs, College Placement, *Community Service Programs, *Equivalency Tests, *Junior Colleges, *Student Evaluation
Identifiers—CLEP, *College-Level Examination Program

Two programs were introduced at Moraine Valley Community College (Illinois) in an effort to assess, evaluate, and assign hour equivalency credit for the non-traditional learning experiences of mature vocational and technical students. Equivalency credit was granted for performance on the College-Level Examination Program (CLEP), military service, and technical competency. A test center, open to all members of the community, was set up for the administration of CLEP exams. A seminar program was established to prepare individuals to take the examinations through directed review. Individuals qualifying on the CLEP tests could then apply to Moraine Valley or any other college or university for advanced standing. (RG)

ED 065 114 JC 720 176
Kroeger, Fred Brace, Carl
National Survey of Humanities Courses Offered in Occupational Curricula in the Two-Year Colleges.
Pub Date 72
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Education, *Curriculum Evaluation, General Education, *Humanities Instruction, *Junior Colleges, *Relevance (Education), *Vocational Education

In an effort to determine the humanities and general education courses required and their relevance in occupational curricula, a 4-page questionnaire was mailed to the president of every 2-year college identified by the American Association of Junior Colleges. Responses from 336 colleges indicated that occupational programs are lengthened with the addition of required humanities courses. The author feels that humanities courses should be optional in occupational curricula and recommends that the goals and characteristics of vocationally-oriented students be studied further to help determine their needs. Also, more innovative and practical humanities courses should be developed and publicized. (RG)

ED 065 115 JC 720 177
Gold, Ben K.
Spring 1972 Survey of ITV Dropouts, Los Angeles City College.
Los Angeles City Coll., Calif.
Report No—RS-72-10
Pub Date Aug 72
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Evaluation, *Dropout Research, Dropouts, *Instructional Media, Instructional Television, *Junior Colleges, Student Attitudes, Surveys, *Televised Instruction

The purpose of this study was to examine the reasons students dropped ITV courses (college credit courses shown on commercial or educational television) offered by Los Angeles City College in Spring, 1972. The courses offered were: (1) History of Art 1-A, and (2) Law for the 70s (Law for the California Layman-Law 30). A questionnaire was mailed to the 1,083 students who dropped one or both of the two courses; 427 students (40%) responded. The most often stated reason for dropping the class was "the program

was presented at an inconvenient time." The respondents were classified into 15 subgroups according to which class they were enrolled in, certain demographic variables, the point at which they dropped the class, the TV channel they watched, and whether they watched black and white or color TV. Responses by these subgroups are presented in tables. In general the art class received much more criticism than the law class, especially in the pace and manner of presentation and in the expenses and availability of course materials. The total group and each subgroup stated that they would enroll in the class if it were offered again. (RG)

ED 065 116 JC 720 178
Hauselman, A. J. Stanley, Larry D.
Compendium of Selected Data and Characteristics, University of Kentucky Community College System, 1971-72.
Kentucky Univ., Lexington. Community Coll. System.
Pub Date May 72
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Finance, *Enrollment Trends, Financial Support, *Instructional Programs, *Junior Colleges, Operating Expenses, State Aid, *Statewide Planning, Student Characteristics, Technical Education, Transfer Programs
Identifiers—*Kentucky
The University of Kentucky Community College System was developed to meet the 3-fold function of providing career-oriented technical programs, pre-baccalaureate education, and adult-continuing education. This descriptive analysis is divided into four sections: Section I on enrollment emphasizes the 17.3%increase in enrollment in the system's 14 community colleges over the past year; Section II on instructional programs provides information including the enrollment, number of credit-hours offered, and number of graduates in the technical and transfer programs; Section III on financial support outlines the financing of the community college system (almost completely supported by appropriations of the state legislature), operation expenditures, and teacher salaries; ad Section IV on student characteristics compares students' academic characteristics (indicated by scores on the American College Test) with selected demographic characteristics. (RG)

ED 065 117 JC 720 179
Snyder, Fred A. And Others
The Employment of Career Graduates.
Harrisburg Area Community Coll., Pa.
Report No—RR-7
Pub Date 72
Note—100p.
Available from—Harrisburg Area Community College, 3300 Cameron Street Road, Harrisburg, Pennsylvania 17110 ($2.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Employer Attitudes, Evaluation, *Followup Studies, Graduates, *Graduate Surveys, Institutional Research, *Junior Colleges, Relevance (Education), Vocational Education, *Vocational Followup
Identifiers—*Pennsylvania
This follow-up study of associate degree graduates from career curricula at Harrisburg Area Community College (HACC, Pennsylvania), attempts to: (1) investigate the activities of these graduates; and (2) obtain opinions from these graduates and their employers about their education and employment. Data were obtained from questionnaires sent to the 405 career students graduating between 1966 and 1970, and to their employment officers and immediate supervisors; the response rate was 78.5% for the graduates, 70% for the personnel officers, and 86% for the supervisors. The report includes a description of career graduates and their activities, employers' evaluations of graduates and their education at HACC, and graduate and employer evaluations of aspects of education and related services. Findings include: (1) 70% of the graduates were employed full-time; (2) 90% found employment in their area of specialization; (3) over half continued their education after graduation; (4) the average salary was over $6900 yearly; (5) employers generally preferred graduates to have specialized training at the college; (6) graduates evaluated their cooperative work experience positively; and (7) the large majority of graduates rated their education at HACC as superior or good, with 90% stating that they would recommend the college to a person with interest in their field. (RN)

ED 065 118 JC 720 180
Rollins, Charles E.
Fiscal Planning at the Community College Level.
Pub Date Aug 72
Note—7p.; Paper presented at the Seventh Annual Conference of the Society for College and University Planning, Atlanta, Georgia, August 6-9, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Administration, *Educational Economics, *Educational Finance, Educational Planning, *Financial Policy, Financial Support, *Junior Colleges, *Planning, Speeches
This paper emphasizes the need in junior colleges for comprehensive fiscal planning so that academic planning can be realistically linked to available revenues. Such planning would incorporate the following considerations: (1) available dollars should be used more efficiently since increased expenditures do not necessarily increase educational effectiveness; (2) fiscal planning should be done one or two years in advance, and up to five and 10 years in less detail; (3) fiscal decisions should be made considering possible benefits to be derived, past performance, and an estimate of the total, rather than initial, costs; (4) a humanistic view must be incorporated into the whole planning process to support institutional morale; (5) many of the revolutionary schemes, such as PPBS, that claim to solve all fiscal problems are not that efficient; and (6) academic planning and reform and fiscal planning cannot be separated. (RN)

ED 065 119 JC 720 181
Brawer, Florence B. Purdy, Leslie
Faculty Evaluation Workshop For Community College Deans of Instruction.
Pub Date Jun 72
Note—6p.; Report of a workshop coordinated by the ERIC Clearinghouse for Junior Colleges and held at the University of California, Los Angeles, June 27-28, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Role, *Behavioral Objectives, *College Deans, Course Objectives, *Evaluation Criteria, Faculty Evaluation, *Junior Colleges, Role Playing, Self Evaluation, *Teacher Evaluation
A workshop for community college deans of instruction focused on evaluating faculty in California community colleges. Eight major concerns of faculty regarding their evaluation were discussed with emphasis on the positive aspects of evaluation. The use of simulations provided workshop participants with the opportunity to assume roles of deans of instruction, colleagues, department chairmen, and candidates for faculty positions. Golden West College's (California) Assessment of Student Learning (ASL) system was presented as one model for faculty evaluation. The ASL system, which stresses faculty use of specific or behavioral objectives in course planning, was discussed in terms of its advantages to faculty members and the college. Conclusions of the workshop include: (1) an evaluation scheme should be based on definite performance criteria; (2) deans themselves should become aware of the use of objectives and faculty self-evaluation; (3) the problem of evaluating faculty who do not use objectives was not resolved by the participating deans; (4) the use of simulation appeared a successful way of bringing out problems and underlying concerns; and (5) the participants felt that the workshop was beneficial and should be followed-up with additional meetings. (RG)

ED 065 120 JC 720 182
Hawaii State Senior Center: Second Annual Report, July 1, 1970-June 30, 1971.
Hawaii Univ., Honolulu. Honolulu Community Coll.
Pub Date 71
Note—92p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Services, Enrichment Activities, Enrichment Programs, *Interagency Cooperation, *Junior Colleges, *Neighborhood Centers, *Senior Citizens, Special Services
Identifiers—*Hawaii
This report presents an introduction to the center, its objectives, and the individualized services it provides to senior citizens. The impact of the Hawaii State Senior Center on the community is presented in three parts: (1) a discussion of the role of the center in the community; (2) an explanation of the center's involvement in joint planning with other agencies; and (3) a description of outstanding center activities of the past year. Statistics collected to assess the attainment of the project's objectives are included in a supplementary report. Findings of a participant evaluation survey indicate that the center is having a favorable impact upon the personal and social life of its participants. (RG)

ED 065 121 JC 720 183
The Experimental Aviation Technology Education Project Curriculum Package.
Federal Aviation Administration, Washington, D.C.
Pub Date Sep 69
Note—64p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aviation Technology, Curriculum, *Curriculum Design, Curriculum Guides, *Junior Colleges, *Program Descriptions, *Technical Education
This report was compiled by the Manpower and Planning Staff of the Federal Aviation Administration to provide information about the educational and training requirements for air traffic controllers and other related occupations. The purpose of the project was to help colleges plan programs to meet manpower needs. The document consists of: (1) non-technical and technical educational objectives for experimental aviation technology programs; (2) a model curriculum for experimental 2-year college aviation technology programs; and (3) sample curricula from 2-year colleges currently offering aviation technology programs. (RN)

ED 065 122 24 JC 720 184
Fryburg, Estelle L.
Instruction in English Syntax as Related to Achievement of Community College Students. Final Report.
City Univ. of New York, N.Y. Bronx Community Coll.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-1-B-098
Grant—OEG-2-710098
Note—106p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Academic Achievement, Comparative Analysis, English Education, *English Instruction, Grade Point Average, *Junior Colleges, Learning Laboratories, Reading Achievement, Remedial Instruction, *Remedial Reading, *Syntax
Identifiers—*Nelson-Denny Reading Test, New York
This study attempts to determine relationships among the understanding of English syntactic patterns, reading achievement and grade point average among students at Bronx Community College (New York). The students used in the study were 124 entering freshmen who scored below 60 on the Nelson-Denny Reading Test, and who were enrolled in the reading and study skills laboratory course. A Test of Sentence Meaning was given to evaluate student knowledge of English syntax. Lectures, classroom procedures, course outlines and requirements, and grading procedures were the same for all students, but an experimental group received class exercises and individual assignments emphasizing English syntax. Findings after one semester of instruction showed that there was: (1) a high correlation between Nelson-Denny Reading Test scores and knowledge of the English syntax; (2) a significant relationship between directed instruction in English syntax and students' reading achievement; and (3) no significant differences in grade point averages between the control and experimental groups. (RN)

ED 065 123 JC 720 185
Vaughan, George B.
Learning in Transit at Mountain Empire Community College.
Mountain Empire Community Coll., Big Stone Gap, Va.
Pub Date 72
Note—20p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bus Transportation, *Commuting Students, Educational Innovation, *Instructional Innovation, *Junior Colleges, *Mobile Classrooms, *Mobile Educational Services
Identifiers—*Virginia
This proposed program at Mountain Empire Community College (MECC, Virginia) is designed to teach credit courses to students while they are traveling to and from college. About 86% of the potential student population at MECC will spend from one to over three hours a day commuting. Six adequately equipped buses would facilitate a productive use of this time by offering individualized instruction in transit. It would decrease transportation cost and offer educational and cultural opportunities to more people. Stable classrooms for those who cannot travel, mobile counseling vans, and trips to concerts and other cultural offerings are other services these buses would provide. Related topics discussed are the college's stance on instruction and instructional accountability, evaluation of the program, preparation of the instructors to mobilize learning, "block" scheduling, student obligations, and the reasons MECC was chosen for the project. (RN)

ED 065 124 JC 720 186
Bridgman, Donald, Ed.
Proceedings: Annual Junior College Conference (2nd, Arizona State University, April 26, 1969).
Arizona State Univ., Tempe. Bureau of Educational Research and Services.; Arizona State Univ., Tempe. Coll. of Education.
Report No—ESB-30
Pub Date Jul 69
Note—35p.
Available from—Bureau of Educational Research and Services, Arizona State University, Tempe, Arizona 85281 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Objectives, Conference Reports, Educational Improvement, *Faculty Evaluation, Guidance Services, *Instructional Improvement, *Junior Colleges, Student Characteristics, *Student Personnel Services
This conference report focuses on improving instruction and guidance in the junior college. Three main speeches are presented: (1) "Improving Instruction Through Setting of Behavioral Objectives," (2) "Faculty Development for the Improvement of Instruction and Guidance," and (3) "Implications for Student Personnel Programs From What We Know About Junior College Students." Some of the conclusions include: (1) instruction can be improved by establishing measurable behavioral objectives, realizing that these objectives need to be developed as the course evolves; (2) faculty performance evaluation should be viewed in terms of student learning and achieved objectives as determined by faculty members and administrators; and (3) student development specialists are needed to facilitate the behavioral development of individuals and small groups in the total environment. Also, junior college students are discussed in terms of academic and personal characteristics, resistance to testing, socio-economic background, finances, values, self-concept and personality, educational aspirations, third world students, and sense of community. (RG)

ED 065 125 JC 720 187
Bogart, Quentin, Ed.
Proceedings: The Junior College Conference (3rd, Arizona State University, April 15-16, 1971).
Arizona State Univ., Tempe. Bureau of Educational Research and Services.; Arizona State Univ., Tempe. Coll. of Education.
Report No—ESB-41
Pub Date Jul 71
Note—45p.
Available from—Bureau of Educational Research and Services, Arizona State University, Tempe, Arizona 85281 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Conference Reports, *Effective Teaching, Inservice Teacher Education, *Junior Colleges, Preservice Education, Teacher Characteristics, *Teacher Education, Teacher Programs, *Teacher Qualifications, *Teacher Supply and Demand
The proceedings of this conference focus on junior college teaching and issues concerning teacher characteristics, future manpower needs, and effective teacher training. In addition to group discussion summaries, the speeches included are "Forecasts of Instructional Personnel Needs," "The Doctor of Arts Degree," "Community-Junior College Teachers," and "The Competent Community-Junior College Teacher." Also presented is a listing of characteristics of the effective teacher, a model teacher training program, qualities of good teaching, and duties and responsibilities of instructors. Some conclusions were: (1) a junior college teacher training program requires the prospective teacher to mold his educational philosophy in terms of student and community needs; (2) such a program demands a new approach to the selection of candidates and attention to the qualifications of those doing the training; (3) a short term workshop should help in meeting the needs of both current and potential junior college teachers; and (4) a graduate degree training program should provide in-depth training experience for both prospective and practicing teachers. (RN)

ED 065 126 JC 720 188
Bogart, Quentin, Ed.
Proceedings: The Community College Conference (4th, Arizona State University, January 20-21, 1972).
Arizona State Univ., Tempe. Bureau of Educational Research and Services.; Arizona State Univ., Tempe. Coll. of Education.
Report No—ESB-46
Pub Date May 72
Note—37p.
Available from—Bureau of Educational Research and Services, Arizona State University, Tempe, Arizona 85281 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Articulation (Program), Career Education, *College High School Cooperation, Community Services, Conference Reports, *Interinstitutional Cooperation, *Junior Colleges, *School Community Relationship, Statewide Planning, Student Attitudes, Student College Relationship, Transfer Policy
This is a report of a conference which dealt with articulation between the community college and the publics it strives to serve: (1) the university, (2) the community, (3) the high school, and (4) the students. Conclusion emphasized were: (1) a guidance program oriented toward a life career must be articulated in the public schools from first grade through graduate school; (2) the community college can and should be the coordinating unit for many different municipal, state, and federal agencies; (3) effective articulation is a statewide concern which requires interinstitutional cooperation; (4) the division between community college and high school is a problem area that may be improved by joint counselors and shared teachers; (5) the problems encountered by many transferees need to be minimized; and (6) students need to view the university as a service structure rather than a power structure. (RN)

LI

ED 065 127 LI 003 748
Taylor, David W. And Others
An Operations Research Study of the Pacific Northwest Bibliographic Center: Final Report.
Washington State Library, Olympia.
Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.
Bureau No—BR-1-J-050
Pub Date Jun 72
Grant—OEG-X-71-0049(057)
Note—115p.; (0 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bibliographic Citations, *Information Centers, *Information Services, Interlibrary Loans, Library Cooperation, Library Services, Operations Research, Reports, *University Libraries
Identifiers—*Pacific Northwest Bibliographic Center, PNBC
This report describes the operations of the Pacific Northwest Bibliographic Center (PNBC) which is located at the University of Washington's Library in Seattle. The Center's Union Catalog contains bibliographic citations for 1,778,000 different titles held by 45 libraries in the Pacific Northwest. The Union Catalog is supplemented by microfilm files and several book catalogs, as well as the University of Washington Library's card catalog. These resources are estimated to describe and provide locations to approximately 2.75 million different titles. The filing and searching operations of PNBC are described in detail and costed. Flow-charts are provided. The characteristics of requests received, processed and those for which locations were not provided are described. PNBC's success rate in providing locations for requests is 83.11%. Of the requests forwarded by PNBC to potential lending libraries, 83.69% result in materials being delivered to the requesting library. A determination was made of the elapsed times for component elements in the sequence from a library requesting material, through processing within PNBC to the library receiving the material. Processing time within PNBC was found to be 13.01% of the total "turn-around" mean time of 19.75 days, and about 6% of the total mode time of 10.5 days. (Author)

ED 065 128 LI 003 749
Foxon, David F.
Thoughts on the History and Future of Bibliographical Description.
California Univ., Berkeley. School of Librarianship.; California Univ., Los Angeles. School of Library Service.
Pub Date 70
Note—29p.; (22 References)
Available from—School of Library Service, University of California, 405 Hilgard Avenue, Los Angeles, California 90024 (no charge)
Document Not Available from EDRS.
Descriptors—*Bibliographic Citations, *Bibliographies. Catalogs, *History, Library Science
The first part of this paper traces the historical origins of two current practices of bibliographical description. There is a general lack of historical knowledge of the origins of modern practice as well as an absence of rational justification which is exemplified by today's use of quasi-facsimile transcription to represent title pages. The author hopes to clarify some of the arguments about the utility of quasi-facsimile transmission and the alternative use of photographic reproductions. The second part questions some general assumptions about descriptive bibliography, but is really a plea for a form of bibliography which lies between the descriptive and the enumerative as they are conceived at present. The author then discusses his own work on a catalog of "English Verse, 1701-1750." (Author/SJ)

ED 065 129 LI 003 750
Maheu, Rene
Address on the Occasion of the Meeting of the Second Committee of Governmental Experts on Problems in the Field of Copyright and of the Protection of Performers, Producers of Phonograms and Broadcasting Organizations Raised by Transmission via Space Satellites.
Pub Date 9 May 72
Note—59p.; (0 References); Meeting of the Second Committee of Governmental Experts on Problems of Copyright and Protection of Performers, Producers of Phonograms and Broadcasting Organizations Raised by Transmission via Space Satellites
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication Satellites, *Copyrights, *International Organizations, *International Programs, Speeches, *Telecommunication
Identifiers—UNESCO, *United Nations Educational Scientific Cultural Org
These opening remarks by the Director General of Unesco briefly discuss that organization's activities in the area of copyright within the field of satellite communication. They were addressed to members of a committee whose purpose is to determine whether the protection of signals transmitted by communications satellites does or does not require either the modification of existing conventions or the preparation of a new international instrument. (Author/SJ)

ED 065 130 LI 003 751
Maheu, Rene
Address given at the Opening Meeting of the XIXth Congress of the International Publishers Association.
Pub Date 15 May 72
Note—5p.; (0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Books, Copyrights, *International Programs, *Publications, *Publishing Industry, Speeches

Identifiers—UNESCO, *United Nations Educational Scientific Cultural Org

The relationship between Unesco's task "to promote the free flow of ideas by word and image" and the International Publishers Association's goal of the promotion, through international cooperation, of the right to culture is brought out in this speech. The cooperative efforts of the two organizations in efforts to protect creative intellectual work (copyright) are also mentioned. Other cooperative efforts to promote the free flow of books throughout the world and, in the developing countries, to improve the training of those working in the book industry as well as book distribution techniques are other topics of this welcoming address. (NH)

ED 065 131 LI 003 752

Dissemination of UNESCO'S Publications.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 15 May 72

Note—13p.; (0 References); Results of a Study submitted by the Director-General to the Executive Board; Eighty-ninth Session, Item 3.4 of the Provisional Agenda

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Information Dissemination, *International Programs, *Publications

Identifiers—UNESCO, *United Nations Educational Scientific Cultural Org

The study undertaken by the Secretariat on the production and distribution of Unesco's Publications is reported. The study also contains the practical measures the Secretariat proposes to take, under the Draft Programme and Budget for 1973-1974 and the Medium-Term Outline Plan, to apply "a publishing policy [corresponding] more closely to the general principles of book production and distribution." (Author/NH)

ED 065 132 LI 003 753

Program Guide: Microforms in the VA Library System.

Veterans Administration, Washington, D. C. Library Service.

Report No—G-7-M2-Pt 13

Pub Date 21 Apr 72

Note—9p.; (24 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Guidelines, *Library Services, *Medical Libraries, Microfiche, Microfilm, *Microform Reader Printers, Microform Readers, *Microforms, *Special Libraries

Identifiers—*Veterans Administration Library System

Microforms may be utilized by the medical libraries established in each VA (Veterans Administration) hospital and domiciliary Microforms are used for housing and using books, journals, monographs, reports and other library materials which are unavailable except in microform or whose retention in hardcopy cannot be justified. The most common formats for microforms in libraries are 16 mm. and 35 mm. film in either open reels or cartridges and microfiche. The characteristics of each of these and other formats are detailed in Chapter 2. Microforms require the use of a reader which projects an enlarged microimage for viewing. The characteristics of readers and reader-printers are detailed in Chapter 3. Chapter 4 provides information and data needed to develop a plan for integration microform materials with library services. Chapter 5 consists of a list of selected readings, catalogs and guides. (Author/NH)

ED 065 133 LI 003 754

Institutional Libraries Statistics 1970-71.

New York State Education Dept., Albany. Div. of Library Development.

Pub Date 71

Note—55p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Corrective Institutions, Hospitals, *Institution Libraries, Library Circulation, Library Expenditures, Library Materials, Social Services, Special Schools, *Statistical Data, *Statistics

The statistical information contained in this publication was gathered from residential institutions maintained by the State of New York or receiving substantial support from it. Those which contributed data did so voluntarily, for the purpose of providing a statewide picture of library service to the patients, students, or inmates of custodial institutions. The data are incomplete for some institutions; some failed to supply the information. The institutions surveyed are grouped under the following major categories: correctional services, education, health, mental hygiene, narcotics addiction control, social services, and the division for youth. Statistics are supplied for: total inmates or patients, total staff, library materials added 1970-71 and total holdings as of 3-31-71, expenditures, staff hours for the year, and total circulation. A directory of state institutions and a sample of the data collection form are appended. (Author/SJ)

ED 065 134 LI 003 755

"Libraries Without Walls"; Governor's Conference on Iowa Libraries Report (1st, Hyatt House, Des Moines, April 30-May 1, 1971).

Governor's Conference on Libraries Committee, Des Moines, Iowa.

Spons Agency—Iowa Library Association, Des Moines.; Iowa Library Trustees Association, Des Moines.; Iowa State Traveling Library, Des Moines.

Pub Date 71

Note—52p.; (0 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conference Reports, Discussion Groups, Financial Problems, *Information Needs, Information Services, Information Sources, *Libraries, Library Cooperation, Library Facilities, Library Planning, *Library Services, University Libraries

Identifiers—*Iowa, Library Role

The theme of this working conference, Libraries Without Walls, was explored by representatives of business, labor, government, education, community organizations and libraries. Recommendations were made for the more effective use of libraries in providing information for the entire community. The problems, proposals and recommendations of thirteen discussion groups are presented in these conference proceedings. The discussions focused on the following areas of concern: interlibrary cooperation; meeting individual needs; legal frameworks; for libraries; the library's role in releasing human potential; academic library collections; young adult services; the new media in libraries; service to business, industry and labor; library buildings for the future; service to the aged; the role of the library in adult education; and the financial problems of libraries. A list of conference attendees is included. (SJ)

ED 065 135 LI 003 756

Ranking of Ohio Public and Academic Library Statistics, 1971 Statistics of Public and Academic Libraries Re-arranged from the Form in which They Appear in the 1972 Ohio Directory of Libraries.

Ohio State Library, Columbus.

Pub Date 72

Note—247p.; (0 References)

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*College Libraries, Library Circulation, Library Collections, Library Expenditures, Personnel, *Public Libraries, *Statistical Data, Statistics, Tables (Data), *University Libraries

Identifiers—*Ohio

This computer-printed volume presents the 1971 statistics for Ohio public and academic libraries in tabular form. The breakdown is as follows; public library statistics (population, hours open, staff, adult circulation, total circulation, length of loan periods, volunes added in 1971, total volumes, and income (expenditures); a county summary of intangibles tax collection and distribution; counties ranked by percentage of intangibles tax distributed to libraries, and by per capita income of libraries; public libraries ranked by circulation, volumes added, total volumes, total operating expenses, and number of staff; academic library statistics (student enrollment, volumes added in 1971, total volumes, microform units, serials, staff, and operating expenditures); and, academic libraries ranked by enrollment, total volumes, total books and library materials, total operating expenses, and total expenditures for salaries. (SJ)

ED 065 136 LI 003 757

Smith, Stanley V. Williams, Joel

Library Statistics of Colleges and Universities: Institutional Data, Part B, Fall 1971; Basic Information on Collections, Staff, and Expenditures.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—OE-72-189

Pub Date 71

Note—197p.; (0 References)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*College Libraries, Instructional Media, Librarians, Library Collections, Library Cooperation, Library Expenditures, *Library Services, Personnel, Statistical Data, *Statistics, Tables (Data), *University Libraries

Identifiers—Library Services and Construction Act, *Library Statistics, LSCA

The statistical data shown in this report are for the same 2,514 college and university libraries and five joint libraries which were included in the first report (Part A--ED 061996) for fall 1971. Information is presented here in four developmental areas: (1) the provision of library privileges beyond an institution's own students, faculty and staff; (2) a centrally organized collection of nonprint materials; (3) interlibrary cooperation; and (4) participation in Title III, Library Services and Construction Act (LSCA) programs. Additional information is provided for indexes of operating expenditures, collections and staff, and for regular library staff by term of appointment, type of position and sex. The questionnaire form and a list of new institutions are appended. (Author/SJ)

ED 065 137 LI 003 758

Giles, Arlo And Others

A Survey of the Use of the Springfield Public Library.

Oregon Univ., Eugene. School of Librarianship.

Pub Date 71

Note—52p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Information Needs, *Library Services, *Library Surveys, *Public Libraries, Questionnaires, Use Studies

Both users and non-users of the Springfield, Oregon Public Library were interviewed for this survey. A user is defined as one holding a library card. Two separate questionnaires were administered to the two categories. Information from the users focused on what kinds of materials they want to read and their awareness and use of various library services. The questionnaire for non-users sought to determine their general attitudes toward libraries and their awareness of the Springfield library services. Both questionnaires included data on the age, sex, occupation and level of education of respondents. Based on the response, non-users are generally older (35 and over), female, housewives or blue collar workers, with a high school education. Potential users of this group tend to be younger, male, white collar workers or students, with a higher level of education, who read more books and have a positive attitude toward the library. The following characteristics of users were determined: (1) if female, a housewife, aged 22-34 with a high school education or better; (2) if male, a student, aged 22-34 with a college education; (3) uses the library for personal reading; and (4) is satisfied with library services and facilities. The questionnaires are appended. (SJ)

ED 065 138 LI 003 759

Centre for Library Science and Methodology: The National Szechenyi Library.

National Szechenyi Library, Budapest (Hungary).

Pub Date 72

Note—30p.;(76 References)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Foreign Countries, *Information Centers, Information Services, *Librarians, *Libraries, Library Education, Library Research, *Library Science, Professional Continuing Education, Public Libraries, Special Libraries

Identifiers—*Hungary

The Hungarian Centre for Library Science and Methodology was established in 1959 with the purpose of increasing library efficiency and supplying professional assistance to librarians. It acts as a professional center for library science, methodological work, library training, and continuing education for librarians in all types of libraries. Tasks of the Centre include: (1) theoretical work, field surveys, experiments, organizational, co-ordinating, publishing, advisory and caretaking work for the fields of library policy, science, methodology and training; (2) services to libraries promoting their works; and (3) professional preparation of library policy decisions for the Ministry of Culture. This brief guide outlines the role and work of the Centre in the following areas: public libraries, scientific and special libraries, library science research, library

science information service, and the training of librarians and continuing courses. The organization, departmental tasks and staff of the Centre are delineated. A selected list of Centre publications is appended. (SJ)

ED 065 139 LI 003 760
Vilentchuk, Lydia, Ed. *Haimovic, Gila, Ed.*
ISLIC International Conference on Information Science: Proceedings (Tel Aviv, 29 August-3 September, 1971). Volume I.
Israel Society of Special Libraries and Information Centres, Tel Aviv.
Spons Agency—National Center of Scientific and Technological Information, Tel Aviv (Israel).
Pub Date 72
Note—345p.;(140 References)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Conference Reports, *Economic Factors, *Information Networks, *Information Science, *Information Systems, International Programs, National Programs, Specialization
Identifiers—*Information Analysis
Information science is a young and rapidly growing field, embracing a wide range of subjects and activities. The conference, in ten technical sessions, attempted to cover various aspects of information work. The areas covered were: information analysis and information analysis centers; retrieval of information; selection, education and training of personnel; and publishing and reprography. The proceedings volumes are arranged in order of sessions. Summaries of discussions follow the papers presented at each session. Volume one includes papers delivered under the following broad topic categories: international and national information networks; information systems for specialized applications; information analysis; and economics of information systems. A table of contents for the entire proceedings is included in this volume. (Volume two of the proceedings is LI 003 761.) (Author/SJ)

ED 065 140 LI 003 761
Vilentchuk, Lydia, Ed. *Haimovic, Gila, Ed.*
ISLIC International Conference on Information Science: Proceedings (Tel Aviv, 29 August - 3 September, 1971). Volume 2.
Israel Society of Special Libraries and Information Centres, Tel Aviv.
Spons Agency—National Center of Scientific and Technological Information, Tel Aviv (Israel).
Pub Date 72
Note—432p.;(144 References)
EDRS Price MF-$0.65 HC-$16.45
Descriptors—*Automation, Conference Reports, Evaluation, Information Retrieval, *Information Science, *Information Scientists, Information Services, *Relevance (Information Retrieval), *Reprography, Training
Information science is a young and rapidly growing field, embracing a wide range of subjects and activities. The conference, in ten technical sessions, attempted to cover various aspects of information work. The areas covered were: information analysis and information analysis centers; retrieval of information; selection, education and training of personnel; and, publishing and reprography. The proceedings volumes are arranged in order of sessions. Summaries of discussions follow the papers presented at each session. Volume two includes papers delivered under the following broad topic categories: evaluation of retrieval effectiveness; selection, education and training of personnel; publishing and reprography; commercially available services; and processing for automation. A summary of an open meeting of the International Federation for Documentation Study Committee, "Information for Industry," is included. The list of participants and name and author affiliation indexes for both volumes appear in this volume. (Volume one is LI 003 760.) (Author/SJ)

ED 065 141 LI 003 762
Williams, William H.
Factors Relating to the Employment of Student Assistants in Major American College and University Libraries.
Pub Date 15 Apr 69
Note—32p.;(11 References); M.L.S. Thesis
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Libraries, Library Surveys, *Library Technicians, Questionnaires, Research Projects, *Student Employment, *University Libraries
This research project represents the results of 264 questionnaires received from United States college and university libraries with a student enrollment of 3,000 or more. The results show that while there is widespread use of students in a variety of positions with varying degrees of responsibility, there is little effort made to organize any form of training program; set standards for employment; or pay a standardized wage. In addition, few records are kept as to the length of service or their work performance. The author hopes that this report of the survey results will stimulate action toward the standardization of accepted selection and training procedures for student library assistants. The questionnaire and sample cover letter are appended. (Author/SJ)

ED 065 142 LI 003 763
Appeals Examiner's Findings and Recommended Decisions in the Appeal of Miss Barbara A. Ringer, Library of Congress.
Equal Employment Opportunity Commission, Washington, D.C.
Pub Date 10 Aug 72
Note—32p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employment Practices, *Government Libraries, *Librarians, *National Libraries, *Racial Discrimination, *Sex Discrimination
Identifiers—*Library of Congress
Miss Barbara A. Ringer, Assistant Register of Copyrights, Library of Congress, filed a formal complaint of discrimination on September 2, 1971. She charged that the rejection of her application for the position of Register of Copyrights in the Library of Congress was the result of discrimination for reasons of sex and race. An analysis of the complaint filed including all documents, exhibits, recordings, the investigation report, and the hearing transcript provide a preponderence of evidence to conclude that the rejection of Miss Ringer's application for and appointment to the position of Register of Copyrights was the result of discrimination for reasons of sex and race. The appeals examiner makes several recommendations with respect to this particular case and to the general employment practices at the Library of Congress. (Author/SJ)

ED 065 143 LI 003 764
Cylke, Frank Kurt
Federal Library Committee Annual Report, Fiscal Year 1972.
Federal Library Committee, Washington, D.C.
Pub Date 10 Jul 72
Note—29p.;(12 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annual Reports, *Government Libraries, *Library Programs, *Library Research, National Libraries, Publications
Identifiers—*Federal Library Committee
The 1972 fiscal year activities of the Federal Library Committee (FLC) are reported upon under General and Work Group categories. Community Relationships and the Federal Library Advisory Service are discussed as General facets. The Work Groups reported upon are: Automation, Coordinated Collection Development, Education, Interlibrary Loan, Physical Facilities, Procurement, Public Relations, and Recruitment. The background of the FLC, members of the Executive Advisory Committee, the U.S. National Libraries Task Force, research activities by and for the FLC, and the year's publications issued by, for, or in cooperation with the FLC are included. (SJ)

ED 065 144 LI 003 765
Weiman, Carl F. R. *Rothstein, Jerome*
Pattern Recognition by Retina-Like Devices.
Ohio State Univ., Columbus. Computer and Information Science Research Center.
Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.
Report No—OSU-CISRC-TR-72-8
Pub Date Jul 72
Note—165p.;(28 References)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Algorithms, Computers, *Computer Science, Doctoral Theses, *Pattern Recognition
Identifiers—*Farey Series
This study has investigated some pattern recognition capabilities of devices consisting of arrays of cooperating elements acting in parallel. The problem of recognizing straight lines in general position on the quadratic lattice has been completely solved by applying parallel acting algorithms to a special code for lines on the lattice. The relation of the code to Farey series and continued fractions and the effects on the code of a line when the line is subjected to affine transformations were studied in detail. Algorithms for reducing straight line codes to a standard form were developed and made the basis of a line recognition process. Cellular automata were designed to carry out line recognition. Other cellular automata were designed to recognize topological connectedness, detect boundaries and approximate curves by straight line segments. (Author)

ED 065 145 LI 003 766
Schipma, Peter B.
Term Fragment Analysis for Inversion of Large Files.
Illinois Inst. of Tech., Chicago. Research Inst.
Pub Date 4 Jun 71
Note—17p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algorithms, Data Analysis, *Data Bases, Indexes (Locaters), Information Processing, Information Retrieval, Ratios (Mathematics), *Search Strategies, *Word Frequency
Identifiers—*Key Letter in Context, KLIC Index
Words and word fragments from the computer-readable data bases "Chemical Abstracts Condensates" and "Biological Abstracts Previews" were analyzed in terms of length, number, and frequency of appearance to determine some parameters upon which inversion of these data bases could be predicated. Types (unique words or fragments) and tokens (all appearances of types) were counted and type:token ratios calculated. A KLIC (Key-letter-in-Context) Index was also generated from each of the data bases. The paper discusses the impact of the various counts, ratios and projections on the problem of inverting the data bases for retrospective search purposes. (Author)

ED 065 146 LI 003 767
Voigt, Melvin J., Ed.
Advances In Librarianship. Volume 2.
Pub Date 71
Note—384p.;(576 References)
Available from—Seminar Press, Inc., 111 Fifth Avenue, New York, N.Y. 10003 ($16.00)
Document Not Available from EDRS.
Descriptors—*Censorship, Computers, *Copyright, Information Dissemination, Information Sources, Inner City, Libraries, Library Automation, Library Services, *Medical Libraries, *Microreproduction, Serials, *State Libraries
Identifiers—*Librarianship, Library Role, Oral History
The authors of this second volume provide a composite contribution to a broader understanding of some of the major topics affecting libraries and their operation today. These contributions are in keeping with the aim of the series of providing scholarly reviews of specific topics related to the rapidly changing and advancing field of librarianship. The topics and authors are: Access to Information by William S. Budington; Control and Dissemination of Information in Medicine by David Bishop; The Computer in Serials Processing and Control by Don L. Bosseau; Micropublication by Allen B. Veaner; The Changing Role of the State Library by Kenneth E. Beasley; Censorship, Intellectual Freedom, and Libraries by Edwin Castagna; Reader Services to the Disadvantaged in Inner Cities by Margaret E. Monroe; Oral History: Problems and Prospects by Louis M. Stair; and, Armageddon in International Copyright; Review of the Berne Convention, the Universal Convention, and the Present Crisis in International Copyright by Dorothy M. Schrader. An author and subject index are provided. (Volume 1 is ED 046479.) (Author/SJ)

ED 065 147 LI 003 768
Duggan, Maryann
S.L.I.C.E. Southwestern Library Interstate Cooperative Endeavor, First Quarterly Report for the Period 1 October-31 December, 1971.
Southwestern Library Interstate Cooperative Endeavor, Dallas, Tex.
Spons Agency—Southwestern Library Association, Stillwater, Okla.
Pub Date 5 Jan 72
Note—64p.;(3 References)

EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Programs, Guidelines, *Interstate Programs, Librarians, Library Associations, *Library Cooperation, *Library Networks, Library Programs, *Library Services, Professional Continuing Education
Identifiers—SLICE, Southwestern Library Association, *Southwestern Library Interstate Cooperative Endeav
Establishing the Southwestern Library Interstate Cooperative Endeavor (SLICE) Office and developing the SLICE Project as an integral part of the Southwestern Library Association (SWLA) has been achieved this quarter. Identification of the Oklahoma MARC Services as the unique resource for sharing among the six states has been followed by development of a strategy for catalyzing the interstate use of this resource. Clarification of services has been accomplished and translated into a SLICE/MARC-O Brochure. Acquainting potential users with the services was identified as a critical first step and thus an educational or training program has been developed and offered to the six states. Communicating the concept of interstate cooperation throughout the six state area has taken the form of newsletter, professional press news release, and talks with professional library groups as well as the six state library agencies. Guidelines for new SLICE projects have been developed in order to stimulate other cooperative ventures. Each of the six state libraries pledged to support the Continuing Education of Librarians in the Southwest (CELS) project. A proposal for implementation of this project has been prepared. (The second quarterly report is available as LI 003 769.) (Author/SJ)

ED 065 148 LI 003 769
Duggan, Maryann
S.L.I.C.E. Second Quarterly Report for the Period January 1, 1972 to March 31, 1972.
Southwestern Library Interstate Cooperative Endeavor, Dallas, Tex.
Spons Agency—Southwestern Library Association, Stillwater, Okla.
Pub Date 18 Apr 72
Note—48p.;(9 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Disadvantaged Groups, *Interstate Programs, *Librarians, *Library Cooperation, *Library Networks, Library Programs, Library Services, *Professional Continuing Education, Workshops
Identifiers—SLICE, Southwestern Library Association, *Southwestern Library Interstate Cooperative Endeav
The purpose of this report is to summarize the activities and status of the Southwestern Library Interstate Cooperative Endeavor (SLICE) Project during the second quarter of the Council on Library Resources (CLR) funding. The report highlights progress, identifies problems, and outlines the future direction of the Project. Consistent with the objectives of the CLR grant the project SLICE/MARC-O (MARC development operated by the Oklahoma Department of Libraries) received top priority. Project objectives were twofold: (1) enhance the use of various MARC-O services by libraries in the six Southwestern Library Association (SWLA) states, and (2) develop a strategy and plan for future MARC-O operations. The second SLICE project was the establishment and funding of CELS (Continuing Education for Librarians in the Southwest). As part of their Regional Institute for Training in Library Service for the Disadvantaged Project, SLICE is to co-sponsor a model, regional workshop on library service for the southwest region. The remainder of the report contains: possible new projects, extracurricular activity, and budget and finance. (The first quarterly report is available as LI 003 768.) (NH)

ED 065 149 LI 003 770
SLICE/MARC-O Cataloging Data Search and Print Service: Users Manual. Second Edition.
Oklahoma State Dept. of Libraries, Oklahoma City.; Southwestern Library Interstate Cooperative Endeavor, Dallas, Tex.
Pub Date Mar 72
Note—12p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Catalogs, Computer Programs, *Data Bases, *Information Retrieval, *Information Services, *Library Services, Manuals, Search Strategies
Identifiers—*MARC Data Base, SLICE, Southwestern Library Interstate Cooperative Endeav
The purpose of this Manual is to provide the detailed information needed by users of the Cataloging Data Search and Print Service for day-to-day operation. It contains: (1) introduction and background information, (2) availability and initiating procedures, (3) instructions for filling out the cataloging data request form, (4) keypunch instructions, (5) samples, (6) processing at SLICE/MARC-O, (7) cost and billing procedures, and (8) additional information. Illustrations of: a flowchart, completed cataloging data request form, sample keypunched cards, and printed cataloging data as requested are also included. (Author/NH)

ED 065 150 LI 003 771
SLICE/MARC-O: Description of Services. Second Revised Edition.
Oklahoma State Dept. of Libraries, Oklahoma City.; Southwestern Library Interstate Cooperative Endeavor, Dallas, Tex.
Pub Date Mar 72
Note—25p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Computer Programs, *Information Services, Interlibrary Loans, *Interstate Programs, *Library Cooperation, *Library Networks, *Library Services
Identifiers—Machine Readable Cataloging, MARC Data Base, SLICE, *Southwestern Library Interstate Cooperative Endeav
Following the discussions of: what is SLICE, what is MARC, what is MARC-O, and what is SLICE/MARC-O are descriptions of the five services offered by SLICE/MARC-O. These services are: (1) cataloging data search and print, (2) MARC record and search and copy, (3) standard S.D.I. current awareness, (4) custom S.D.I. current awareness and (5) SLICE staff support. As the MARC Data Base expands to include serials, multi-media and foreign publications, maps, and other English language monographs, the potential for regional coordination of library development becomes greater. Some of the functions or services possible in the SLICE/MARC-O system which have regional implications discussed are: (1) regional union catalog of monographs, (2) routing of interlibrary loan requests, (3) coordinated data base services, (4) coordinated functional services and (5) cooperative resource development. (Author/NH)

ED 065 151 LI 003 772
Library Services for Elementary Schools in Areas of High Concentration of Pupils from Low Income Families January 31, 1966 - June 17, 1966: Program Evaluation.
Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
Pub Date [67]
Note—31p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, *Disadvantaged Youth, Educationally Disadvantaged, *Elementary Schools, *Library Materials, Library Programs, *Library Services, *School Libraries, Student Needs, Study Facilities
In order to overcome the educational deficit of children of low income families provisions were planned for the establishment of libraries staffed full time with a librarian-aide in each of seven elementary schools, having a total project enrollment of 5,713. In addition to the usual printed material the libraries were to have audiovisual equipment and material for individual student use in the library. The library was to be open longer than the regular school day. This program was successfully inaugurated in three of the seven project schools. Pupil response indicates a positive attitude toward the program although the lack of audiovisual equipment and material prevented the full implementation of the program. The short period of operation of the project seriously limited the ability to obtain reliable data on changes in pupil and staff behavior. The lack of a control group is a limitation of the research design which limits interpretation of the data. However, information was obtained which will serve as a base line for the continuing evaluation of the project during subsequent semesters. (Author/NH)

ED 065 152 LI 003 773
Chisholm, Margaret E.
Media Indexes and Review Sources.
Maryland Univ., College Park. School of Library and Information Services.
Pub Date 72
Note—88p.;(105 References)
Available from—Student Supply Store, University of Maryland, College Park, Md. 20742 ($4.75)
Document Not Available from EDRS.
Descriptors—Guides, *Indexes (Locaters), *Instructional Materials Centers, Library Collections, Library Materials, Library Material Selection, *Literature Reviews, *School Libraries
Identifiers—*Nonprint Media
The media field is an emerging and rapidly growing field and the tools for locating and evaluating non-print materials are in a somewhat amorphous developmental stage. This publication was compiled for the purpose of identifying a number of these tools and delineating their special features and values. Specifically the publication serves three primary purposes: (1) as a guide for the librarian to locate reviews of media, (2) as a buying list from which the librarian can identify review tools to purchase and (3) as a study guide and reference source for classes studying the selection of media. Part I describes the various types of indexes and media review literature for the purpose of making comparisons and evaluations. Part II consists of an alphabetical list of indexes and review sources. Part III consists of an index to the review sources, by medium and by subject. Except for lists related to specialized fields, inclusion was limited to those titles published within the last ten years. Only those periodicals which are most readily available through local libraries were included. (Author/NH)

ED 065 153 LI 003 774
Pings, Vern M.
The Medical Library Consultant - A Proposal for Investigation and Evaluation.
Kentucky, Ohio, Michigan Regional Medical Library, Detroit, Mich.
Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.
Pub Date Apr 72
Note—27p.;(14 References); Papers and Reports, No. 12
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Consultants, Consultation Programs, Decentralized Library Systems, Evaluation, *Librarians, Library Cooperation, *Library Networks, Library Programs, Library Services, *Medical Libraries, *Regional Libraries
Identifiers—*Kentucky Ohio Michigan Regional Medical Library, Medical Library Consultants, Regional Medical Library
It was determined that the further development of the Regional Medical Library Program required a more direct relationship with institutions than could be gained through announcements and direct mailings. Thus, since several libraries had shown some success in upgrading of libraries through the employment of medical library consultants, it was decided that each participating library would identify one member of its staff to perform the role of Intramural Coordinator. This paper attempts to identify the role of a new kind of librarian, the medical library consultant, and to define a reporting mechanism so that Kentucky Ohio Michigan Regional Medical Library (KOMRML) extramural coordinators can begin to share experiences constructively for program planning and implementation. The change in function of the medical resource libraries to "public" libraries, the role of state library consultants in extending library services, and the possible activities in which a medical library consultant might engage are examined. (Other papers on KOMRML are available as ED 044 147 through 151 and ED 048 889) (Author/NH)

ED 065 154 LI 003 775
Library Aids and Services Available to the Blind and Visually Handicapped. First Edition.
Delta Gamma Foundation, Columbus, Ohio.
Pub Date [72]
Note—44p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adults, *Blind, Braille, Children, Large Type Materials, Library Materials, *Library Services, *Partially Sighted, Senior Citizens, Talking Books, *Visually Handicapped
The information contained in this publication will be helpful in carrying out projects to aid blind and visually handicapped children and adults of all ages. Special materials available from the Library of Congress such as: talking books, books in braille, large print books, and books in moon type are described. Other sources of read-

ing materials for the blind and partially sighted are listed, as are the magazines for the blind and partially sighted. Also included are cookbooks, and knitting and crocheting books for the blind and partially sighted. Sources of reading aids and supplies are listed and suggestions for giving personalized help to these handicapped persons are included. (Author/NH)

ED 065 155 LI 003 776
Selected Information Resources on Library Automation.
Library of Congress, Washington, D.C. National Referral Center for Science and Technology.
Pub Date [72]
Note—7p.;(12 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, Bibliographies, *Information Sources, *Library Automation, *Organizations (Groups), *Publications
Organizations which provide information on library automation are listed with a brief annotation of the type of information or service available from each organization. This is followed by a short bibliography of selected publications on library automation. (NH)

ED 065 156 LI 003 777
Duggan, Maryann
Final Report of a Library Inter-Network Study Demonstration and Pilot Model (Lib-NAT).
Southern Methodist Univ., Dallas, Tex.
Spons Agency—Texas State Library, Austin.
Pub Date 17 Jun 71
Note—429p.;(45 References)
EDRS Price MF-$0.65 HC-$16.45
Descriptors—Design, Evaluation, Game Theory, Guidelines, *Library Networks, *Models, *Operations Research, Planning, State Libraries, *Systems Analysis
Identifiers—*Texas
This project was an experimental effort to study, analyze, and understand interlibrary networks. The immediate purpose of the project was to develop methodologies for evaluating or analyzing networks; the ultimate purpose was to provide planning assistance to network funders, designers or operators. The project was conducted in four simultaneous phases. The Conceptual Model (Phase I) considered components of network design and performance and identified thirteen significant operational parameters. The Behavioral Model (Phase II) simulated network operations through "game playing" and further confirmed the validity of the Conceptual Model. In Phase III an effort was made to quantitatively analyze interlibrary networks in a Metropolitan Area. Significant operational variables were identified and measured. A Node-Network Dynamics Grid was developed to assist in evaluation and analysis of the Pilot Model Data. An Analytical Operations Research Model was developed in Phase IV to provide network planners with a tool for netowk performance prediction as a function of design options. A generalized network model called Lib-NAT (Library Network Analysis Theory) was developed and is presented. The methodologies developed in this project have been used by several states for network planning or evaluation and seem to be valid when properly applied. (Author/NH)

ED 065 157 LI 003 778
Boyer, Calvin James
The Ph.D. Dissertation: An Analysis of the Doctoral Dissertation as an Information Source.
Pub Date Aug 72
Note—130p.;(81 References); Ph.D. Dissertation
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Citation Indexes, *Doctoral Theses, *Information Dissemination, Information Retrieval,, *Information Seeking, *Information Sources, *Information Utilization, Library Acquisition, Literature Reviews, Research
Identifiers—*Scientific and Technical Information
In 1972 American universities will confer 33,700 doctorates. An essential feature of the process which leads to the doctorate is the submission and defense of a dissertation. The doctoral dissertation must embody the results of extended research, be an original contribution to knowledge and include material worthy of publication. It is surprising, therefore, that "Dissertation Abstracts," the primary source of abstracts of dissertations is usually overlooked in reports of English-language abstracting and indexing services. This study provides empirical data about the dissertation as an information source. It assesses diffusion and assimilation patterns of dissertation contents. The assessment was based upon an analysis of patterns of (1) diffusion of dissertation contents in the open literature of botany, chemical engineering, chemistry and psychology and (2) assimilation of dissertation contents from the original format as reflected by citations to the dissertation itself. It includes a literature review, a description of research design and methodology, an analysis of collected data noting similarities and dissimilarities, and a presentation of conclusions and implications drawn from the investigation. The chapters are supplemented by data presented in the Appendix. (Author/NH)

ED 065 158 LI 003 779
Wisconsin Public Library Service Record, 1971.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Pub Date Jun 72
Note—227p.;(0 References)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Directories, Interlibrary Loans, *Libraries, Library Cooperation, Library Reference Services, *Library Services, *Public Libraries, *School Libraries, *Special Libraries, Statistical Data, Tables (Data)
Identifiers—Library Statistics, *Wisconsin
This publication was produced to meet the increasing need of librarians and others for accurate, current information about all types of libraries in the state of Wisconsin. Its additional objective is to further and promote interlibrary cooperation. It contains a statistical summary of Wisconsin public libraries; a statistical summary of reference and loan libraries; a cooperative services summary of Wisconsin public libraries; a directory of academic, public and special libraries; statistics (by county) of Wisconsin public libraries; statistics (by cooperative services) of Wisconsin public libraries; and a directory of Wisconsin public libraries. The information in this Service Record was compiled from reports submitted by the libraries for the calendar year 1971. (The Academic and Special Library Service Record, 1971 is available as LI 003 780.) (Author/NH)

ED 065 159 LI 003 780
Wisconsin Academic and Special Library Service Record, 1971.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
Pub Date Jun 72
Note—65p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Libraries, Directories, *Libraries, Library Cooperation, Library Reference Services, *Library Services, Public Libraries, *Special Libraries, Statistical Data, Tables (Data), *University Libraries
Identifiers—Library Statistics, *Wisconsin
Most of the statistics reported in this Service Record were supplied by the U.S. Office of Education (USOE), National Center for Educational Statistics. USOE compiled the statistics from the information available in the library section of its 1971 Higher Education General Information Survey. The statistics reported are for the 1970/71 school year. The Academic Library Directory reflects the changes brought about as the result of the 1971 merger of university and state university systems in Wisconsin. All institutions have been entered under their appropriate new name. This publication contains a directory (by county) of academic, public and special libraries; statistics on academic libraries; a directory of academic libraries; and a directory and statistics of special libraries. (The Public Library Service Record, 1971 is available as LI 003 779.) (Author/NH)

ED 065 160 LI 003 782
Haviland, Virginia, Comp. *Watt, Lois B., Comp.*
Children's Books 1971: A List of Books for Preschool Through Junior High School Age.
Library of Congress, Washington, D.C.
Pub Date 72
Note—16p.;(203 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Annotated Bibliographies, Booklists, *Childrens Books, *Junior High School Students, *Preschool Children
Books for preschool through junior high age children are cited in this annotated bibliography which contains full bibliographic citations, price information, Library of Congress card number and appropriate grade level for each entry. The bibliography is divided into the following sections: (1) picture and Picture-story books; (2) stories for the middle group; (3) fiction for older readers; (4) folklore; (5) poetry; (6) arts and hobbies; (7) biography; (8) history, peoples, and places and (9) nature and science. (SJ)

ED 065 161 LI 003 783
Blasingame, Ralph
Survey of Public Libraries Summit County, Ohio.
Tri-County Regional Planning Commission, Akron, Ohio.
Pub Date Feb 72
Note—168p.;(8 References); Prepared for the Summit County Library Planning Council
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Interviews, Library Facilities, *Library Planning, *Library Services, Library Standards, Library Surveys, *Public Libraries, Questionnaires, Use Studies
Identifiers—*Ohio
Library surveys are a means to an objective examination of the library and its services, helping to clarify the purposes that are being served and to assess the methods of providing these services. This survey was undertaken as a cooperative project of the seven public libraries of Summit County, Ohio. Its purpose was to develop a long-range plan for library service taking into account the changes forecast for the county. More specifically, the objectives were: (1) Inventory survey and analysis--for a picture of present conditions and future needs; (2) Development of library service standards--to determine the desirable levels of library service in terms of population growth patterns; (3) Preparation of a library plan and recommendations--to produce a comprehensive long-range plan for library service and to present recommendations for priorities and operations; and (4) Implementation--to advance a sound approach for translating a proposed plan into reality. (Author/SJ)

ED 065 162 LI 003 784
Crystallographic Data Centre Services and Publications.
Cambridge Univ. (England). Chemical Lab.
Spons Agency—Department of Education and Science, London (England).
Pub Date [72]
Note—16p.;(3 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bibliographic Citations, Chemical Analysis, Chemistry, Computer Programs, *Data Bases, Foreign Countries, *Information Centers, *Information Services, Magnetic Tapes, Nuclear Physics, Publications, *Research, *Sciences
Identifiers—England, Molecular Structures, *Scientific and Technical Information
The Cambridge Crystallographic Data Centre is concerned with the retrieval, evaluation, synthesis, and dissemination of structural data based on diffraction methods. The source of input is almost entirely primary journals. Bibliographic information and numeric data on crystal and molecular structures are on magnetic tapes. The bibliographic file is ordered in 86 chemical classes, and by molecular formula within each class. The numeric file contains data corresponding to each entry in the bibliographic file published since January 1960. This paper discusses the Centre's publications and services including: (1) bibliographic magnetic tape service, (2) hard-copy alerting service, (3) retrospective searches, (4) manual searches, (5) numeric data magnetic tape service, and (6) computer programs. A list of the 86 chemical classes used for file ordering, information on the Protein Data Bank, and a breakdown of service charges are appended. (Author/SJ)

ED 065 163 LI 003 785
Williamson, William L., Ed.
Assistance to Libraries in Developing Nations: Papers on Comparative Studies.
Wisconsin Univ., Madison. Library School.
Pub Date Aug 71
Note—71p.; (100 References); Proceedings of a Conference (Madison, Wisconsin, May 14, 1971)
Available from—Publications Committee, Library School, Univ. of Wisconsin, 600 N. Park Street, Madison, Wisc. 53706 ($3.00 postpaid)
EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Comparative Analysis, Cross Cultural Studies, *Developing Nations, *Libraries, *Library Science, Social Change
Identifiers—France, Latin America, Librarianship, *Library Development, West Africa
The papers presented at a one day workshop on the aspects of comparative librarianship are presented in this volume. The topics discussed are: (1) Methods and Evidence in Comparative Studies; (2) Social Change and Library Development; (3) Library Development in Latin America, a Scalogram; (4) Cross-Cultural Aspects of Assistance to Developing Countries; (5) Patterns of Librarianship in West Africa, and (6) Librarianship in France and the United States: A Comparative Study with Some Implications for Emerging Nations. A list of the participants is included, as are the introductory remarks by William L. Williamson. (SJ)

ED 065 164 LI 003 786
Newhouse, Joseph P. Alexander, Arthur J.
An Economic Analysis of Public Library Services.
Rand Corp., Santa Monica, Calif.
Report No—R-848-BH
Pub Date Feb 72
Note—145p.; (68 References)
Available from—The RAND Corporation, 2100 M Street, N. W., Washington, D. C. 20037 ($4.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Community Surveys, *Economic Research, Library Circulation, Library Material Selection, *Library Services, Library Surveys, Program Budgeting, *Public Libraries, *Use Studies
This study addresses itself to several questions important to most public libraries. How should the library allocate its book budget? What kinds of books should it tend to buy? What types of households use the library? Why do some households not use the library? What is the cost of the various services provided by the library? What specific steps can the library take to improve its services? What are the library's options in choosing among the different circulation systems? For how long should the library allow books to be checked out? How frequently should overdue notices be sent out? Is an investment in a security system worthwhile? These questions were studied in the context of the Beverly Hills (California) Public Library. A methodology for determining answers to these questions, as well as to other questions that arose during the investigation was developed. Although answers will vary from library to library, the methodology is quite general and should prove useful at many public libraries. The user survey and community survey questionnaires, and a bibliography are appended. (Author/SJ)

ED 065 165 LI 003 787
Statistical Data from Annual Review Reports, 1970-71.
American Library Association, Chicago, Ill. Committee on Accreditation.
Pub Date Mar 72
Note—39p.; (0 References); ...Submitted to Committee on Accreditation, American Library Association
Available from—Committee on Accreditation, American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (No Charge)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Degrees (Titles), Economic Factors, Faculty, *Library Schools, *Statistical Data, Student Enrollment, Tables (Data)
Fifty-one American Library Association (ALA) accredited library schools reported statistics for the following: number of faculty, number of students enrolled, student-faculty ratio, number of degrees awarded, financial data, and average expenditure per student. This data is reported here in tabular form. The ALA Committee on Accreditation cautions that any attempts to draw statistical inferences from the raw data reported in the tables will be misleading. Also, the Committee notes that statistical data on an individual school are meaningful only over a period of years and that data taken from one year's report are out of context. (Author/SJ)

ED 065 166 LI 003 788
Monroe, Margaret E., Ed.
Reading Guidance and Bibliotherapy in Public, Hospital and Institution Libraries.
Wisconsin Univ., Madison. Library School.
Spons Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—79p.; (85 References); A Selection of Papers Presented at a Series of Adult Services Institutes, 1965-1968
Available from—Publications Committee, Library School of the University of Wisconsin, 600 North Park Street, Madison, Wisconsin 53706 ($3.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Adult Reading Programs, *Bibliotherapy, Institutionalized (Persons), *Institution Libraries, *Library Services, *Public Libraries, Reading Material Selection
A series of institutes for adult service librarians was conducted by the Library School of the University of Wisconsin. This volume contains selected papers from each of the three Institutes: Reading Guidance, Library Services for New Literates, and Serving Readers through Hospital and Institution Libraries. The topics of these selected papers are: Reading Guidance as a Basic Library Service, Anthropological Perspectives on Reading, The Art of Reading Guidance, The Bold New Approach, Reader Services and Bibliotherapy, Counseling and Bibliotherapy for the General Reader, Bibliotheraputic Aspects of Public Library Services to Patients in Hospitals and Institutions, Role of the Librarian on the Interdisciplinary Team, Role of the Public and Institution Libraries in Helping the Patient Transfer from Institution to the Community, and An Inmate Tells About Library Service. (SJ)

ED 065 167 LI 003 789
Yardley, Tommy M.
Systems of Management of Manufacturers' Literature in the Building Industry.
Pub Date Aug 72
Note—42p.; (15 References); M. L. S. Thesis
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Building Trades, Filing, *Information Processing, *Information Systems, International Programs, Masters Theses, *Microfilm
Identifiers—*Uniform Code
Trade literature management aids currently evolving in the United States and Europe are discussed. The approaches to the problem are varied, but the common objective of literature control is evident. The U. S. seems to be firmly committed to the Uniform System, and, as a national system, it is ably suited to the needs of architects, contractors, and manufacturers. Its chief disadvantage is the lack of knowledge of the workings or even the existence of the system among the three groups it professes to serve. The main problem facing the European community is one of direction--systems used are as varied as the countries themselves. In the U. S., use of computers is invaluable for their speed in sifting, sorting, and updating processes. While in Europe, computers are being employed to find a common terminology for member nations of the International Council for Building Research, Studies, and Documentation (CIB). The work of the CIB is so far-reaching that the U. S. must become aware of its activities. U. S. participation, either as a CIB member or as an observer is desirable, and all CIB publications should be readily available to all. Microfilm systems available for the handling of building material literature are discussed. (Author/SJ)

ED 065 168 LI 003 790
Guidelines for Library Service to Children Pilot Projects.
New York State Education Dept., Albany.
Pub Date Mar 72
Note—11p.; (1 Reference); Information Copy
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Children, Guidelines, *Library Programs, *Library Services, *Pilot Projects, Public Libraries, School Libraries
The Task Force on Library Service to Children appointed in 1971 prepared these guidelines. The history and background that led to this appointment is given in the guidelines. The pilot program was to involve a number of centers which would demonstrate a variety of service patterns so that strengths and weaknesses of both the school and public library service to children, singly and cooperatively, could be assessed. These pilots were to be in operation for three years. At the end of this period, a report was to be submitted and recommendations made on demonstrated ways to meet all the library needs of all children, preschool through grade six. A request for funding was prepared. However, a "zero increase" budget necessitated the elimination of the funds for these pilots. But, because of the broad interest in the subject and the real concern of the field, the Task Force recommended that the "-Guidelines" be issued so that communities could be fully informed of the proposed nature of the pilot program and further planning stimulated. It is hoped that the dissemination of these "-Guidelines" may stimulate cooperative planning for improvement of library service to children. (Author/NH)

ED 065 169 LI 003 791
Galuteria, Peter And Others
Helping Elevate the Disadvantaged Through Library Programs (HELP).
Pub Date Jan 69
Note—63p.; (54 References)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Groups, *Library Programs, *Library Services, *Public Libraries
Identifiers—*Hawaii
The purpose of this project is to bring into focus the disadvantaged area of Kalihi-Palama in the city of Honolulu, to describe its needs and characteristics, to discuss present programs designed to meet these needs and to make recommendations for a plan of action to serve the disadvantaged of this specific area. Since the disadvantaged tend to be non-users of library services, the library should develop aggressive, creative, and possibly unconventional programs to meet the unique needs of this group. The library should provide necessary information, vocational, and recreational materials which meet these needs and, thereby, help create a climate of optimum growth for the disadvantaged so that he is better able to close the gap of inequities separating him from the rest of America. The program is evaluated in terms of the effect it has on the lives of those people served. Evaluations from staff reports provide useful guidelines for future planning. This report is a preliminary investigation which, it is hoped, will stimulate others to actualize some or most aspects of the proposals. (Author/NH)

PS

ED 065 170 PS 005 010
North Carolina State Supported Early Childhood Demonstration Centers' First Annual Evaluation 1969-70.
Learning Inst. of North Carolina, Durham.
Pub Date 70
Note—82p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Control Groups, *Demonstration Centers, *Early Childhood Education, Experimental Groups, *Kindergarten Children, Language Arts, Mathematics, Preschool Children, *Program Evaluation, Sciences, Social Studies, State Programs, *Test Results
Identifiers—*North Carolina
The results of an evaluative study made of the 1969-70 North Carolina statewide kindergarten program for five-year-olds are presented. The subjects of the study were 317 children in eight early childhood demonstration centers (Experimental Group) and 52 children who did not attend kindergarten (Control Group). A pre-post test evaluation design was used. The tests used were Draw-a-Man, The Cooperative Preschool Inventory, and the TOBE tests of knowledge of concepts in the areas of language, mathematics, social studies, and science. Test data were analyzed by computation of means and standard deviations and t tests of the significance of differences and correlations. The study results showed that children made significant gains during the 5-month attendance at kindergarten and that test performances at the end of school were significantly higher than those of the control group. There was a strong relationship between test scores and socioeconomic data. Differences between boys and girls were seldom significant. Appendixes present the Classroom Behavior Inventory sample, Development of Short Form Home Information Scale, Draw-a-Man, Student Profile, Characteristics of Demonstration Center

Programs, and a Map of Early Childhood Demonstration Centers (in North Carolina). (CK)

ED 065 171 24 PS 005 088
Ginsberg, Rose
Mathematical Concept Learning by the Pre-School Child. Final Report.
San Jose State Coll. Foundation, Calif.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-0-0064
Pub Date Aug 71
Grant—OEG-0-70-2625
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Concept Formation, Learning Processes, *Mathematical Concepts, Numbers, *Pictorial Stimuli, *Preschool Children, *Problem Solving, Research, Time Factors (Learning), Visual Stimuli

A series of experiments, all concerned with the topic of mathematical concept learning by the young child, were conducted. The concept mainly focused upon was that of inequalities. Five experiments were run. These are: (1) acquisition of mathematical concepts under experimental situation and in traditional pedagogical situation, (2) cued vs. non-cued instructions in the learning of inequalities by three-year-olds, (3) "more than", "less than" and reversal learning, (4) correction vs. non-correction, and (5) effect of pre-training and cued reversal training. The stimuli for the experimental situation were made up of pairs of pictures of varying numbers of objects with from 1 to 3 or 2 to 6 objects in each picture. The experiments provide evidence that nursery school aged children can learn simple mathematical concepts and learn them very rapidly. Children generally found the concept of "more than" more easily understood than the concept of "less than". Problems for further study concern the time to initiate pencil and paper activity, the time to initiate verbal activity, and the question of whether the concept of "more than" is learned as a number concept. (Author/CK)

ED 065 172 PS 005 668
Stern, Carolyn
How Children Feel About Themselves: The Achilles Heel of Measurement.
California Univ., Los Angeles. Early Childhood Research Center.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Dec 70
Note—14p.; Paper based on a presentation at the Annual meeting of the National Association for the Education of Young Children, Boston, Mass. (Nov. 1970)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Attitudes, Behavioral Science Research, Child Development, Classroom Observation Techniques, *Cognitive Development, *Early Childhood, Emotional Development, Evaluation Techniques, Intervention, *Measurement Instruments, Objectives, Preschool Children, Problem Solving, *Self Concept, Task Performance, *Testing

Two problems related to early childhood are studied: the specification of goals and the problem of measurement. Methods used to study these problems are to define objectives in the affective domain and to develop instruments to measure the attainment of these objectives. It is pointed out that the interrelationship between what the child is able to do and how he feels about himself is being more clearly recognized, and the lines of separation between the developmental and cognitive learning approaches are beginning to blur. It also pointed out that the cultivation of a positive self concept and the acquisition of cognitive skills must proceed in tandem and that both are important prerequisites for success in school and for the development of a competent, independent and contributing adult. There are two approaches to the assessment of behavior. The first method is observational, i.e., some scheme by which desired behaviors are categorized and rated by an external observer who is usually the classroom teacher or some other specially trained adult. The second technique relies on the subject's performance on specifically constructed tasks or test items. Finally, it is pointed out that there is a recognition of the need to find procedures for assessing change along both the emotional and cognitive dimensions so that the effectiveness of any preschool intervention can be more fully evaluated. (CK)

ED 065 173 PS 005 687
McNeil, David
Sentences as Biological Processes.
Pub Date Dec 71
Note—30p.; Paper presented at C.R.N.S. Conference on Psycholinguistics (Dec. 12-17, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biology, *Child Language, *Cognitive Processes, Hypothesis Testing, *Mental Development, Organization, Preschool Children, Sentences, *Serial Ordering, *Speech Skills, Thought Processes, Time

A study of the speech process was conducted. The process is described as one closely linked to the one involved in the problem of the serial order in behavior. It is pointed out that in the speech of young children the grammatical relations that are properties of elementary underlying sentences appear in the grammatical meanings. Six examples of child speech patterns are given. By the end of the second year, children come to express grammatical relations through word combinations. A methodological assumption is made that the duration of speech can be taken to be a function of the duration of underlying schemata. The hypothesis is suggested that the basic encoding process in speech is one that produces underlying elementary sentences. It was found that there is clearly a difference in the amount of time allotted to actual word combinations and to successive holophrastic utterances. A counter hypothesis is also suggested, i.e., that successive holophrastic utterances show variation in order and cover a longer span of time because they are not included within a single intonation contour. A different form of evidence that underlying sentence structure plays a central role in regulating the duration of speech is taken from the temporal organization of imitation. It is speculated that the brain processes for constructing underlying sentences have evolved in such a manner as to produce new foci of attention at this natural rate. In this sense speech can be said to be the bridge between conscious awareness and largely unconscious cognitive operations, such as identification, classification, and storage. (CK)

ED 065 174 PS 005 688
Child Care in Massachusetts: The Public Responsibility.
Massachusetts Advisory Council on Education, Boston.
Pub Date Feb 72
Note—549p.
EDRS Price MF-$0.65 HC-$19.74
Descriptors—*Child Care, Child Care Workers, *Early Childhood Education, Economic Factors, Family (Sociological Unit), *Government Role, Infants, Preschool Children, Problem Solving, Program Evaluation, Projects, *Public Policy, Social Influences, *State Programs
Identifiers—*Massachusetts Early Education Project

A report on the Massachusetts Early Education Project is presented. The two general goals of this project are: (1) to investigate and describe the general status of early education and child care in Massachusetts, and (2) to develop a public perspective for the care and education of young children. This document is divided into nine chapters. Chapter One discusses the economic and political setting in which the issues of child care and early education are being debated. Chapter Two examines the functions of families and the social forces operating on families to change their structure. Chapter Three considers the need for child care: the concept of the need and the current practices of child care in Massachusetts. Chapter Four reviews the thought influencing programs for young children and describes different kinds of care for infants, toddlers and preschoolers. Chapter Five examines the development of early childhood education in schools, reviewing the introduction of kindergartens as a requirement for all school districts. Chapter Six reviews the importance of the providers of care, discusses problems of selecting, training and certifying child care and early education workers, and recommends plans for training and registering child care staff. Chapter Seven considers problems involved in evaluating children, particularly those with special needs. Chapter Eight contains an analysis of the costs of child care, and Chapter Nine presents an analysis of the current role of Massachusetts state government concerning children's services. (Author/CK)

ED 065 175 PS 005 689
Thomas, Sally
The Role of Cognitive Style Variables in Mediating the Influence of Aggressive Television upon Elementary School Children.
Spons Agency—California Univ., Los Angeles. Early Childhood Research Center.
Pub Date 72
Note—73p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age, *Behavior Change, *Cognitive Development, Control Groups, *Elementary School Students, Experimental Groups, Films, Hypothesis Testing, *Males, Mass Media, *Television, Test Results

A study was conducted to investigate the impact which certain cognitive styles or structures have in mediating the influence of aggressive television on young boys. The subjects were 143 boys, ranging in age from 5-1/2 to 8-1/2 years, attending elementary school in the Santa Monica area. During the first of two sessions, each child was administered various tests. During the second session, the experimental subjects were exposed to one of two experimental conditions: an aggressive film or a nonagressive film. The control subjects saw no film. Following exposure to the film for the experimental subjects, an aggression measure was obtained in the guise of a guessing game played with a second experimenter (male) who acted as a confederate. Four major experimental hypotheses were advanced: (1) For the 7-1/2 and 8-1/2 year olds, it was hypothesized that the more differentiated the level of cognitive functioning, the less would be the impact of the films; (2) For the 5-1/2 and 6-1/2 year olds, it was hypothesized that the more differentiated, organized, and articulated the level of cognitive functioning, the greater would be the impact of variations in the experimental film condition; (3) It was hypothesized that the level of cognitive functioning would be more differentiated, more elaborated, and articulated as a function of maturity; and (4) It was hypothesized that the level of aggression would be a function of the age of the child with the younger children being more aggressive than the older. Hypotheses 1, 3, and 4 were generally supported by the results of the study. Hypothesis 2 was not supported. The findings of this study indicate that the effects of media depend not only on the nature of the content, but also upon the child's individual cognitive styles. (Author/CK)

ED 065 176 PS 005 696
Nummedal, Susan And Others
A Module for Teaching Scientific Inquiry Techniques to First Grade Economically-Deprived Children.
Spons Agency—California Univ., Los Angeles. Early Childhood Research Center.
Pub Date Oct 71
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, Concept Teaching, Control Groups, *Economically Disadvantaged, Experimental Groups, *Grade 1, *Inquiry Training, *Program Evaluation, Scientific Concepts, *Teaching Methods, Test Results
Identifiers—*Teaching Module

A project was undertaken to develop and evaluate the effectiveness of a unit of instruction which would teach economically deprived first grade children some interesting scientific concepts and increase their curiosity behavior and willingness to offer hypotheses, carry out experiments, and evaluate outcomes. The instructional unit was based on the concept that all matter living and non-living, is composed of molecules which can undergo change. The unit was presented in two parts. In Part I, six 50-60 minute lessons were presented to an intact class over a two-week period. Comparisons between this experimental group and an uninstructed control class revealed that over the relatively short instructional period the experimental group did significantly better (p.01) on the subject matter test than the control group. On the Banta Curiosity Box Test, both the pretested and non-pretested experimental children and the pretested control children scored significantly higher than the non-pretested control children. The results to the

other individual measures developed to assess curiosity behavior were ambiguous, primarily due to problems with the measures themselves. Modification and extension of the instructional program and the evaluation instruments were undertaken in Part II. One month after the completion of Part I, the same experimental class was presented five 30-minute lessons in a seven-week period. Experimental children continued to perform better (p.005) than their control counterparts under the revised instructional program. Results of Parts I and II point up the importance of the further development of instructional units designed to improve young children's scientific inquiry processes. (Author/CK)

ED 065 177 PS 005 697
Horowitz, Frances Degen And Others
An "Infant Control" Procedure for Studying Infant Visual Fixations.
Pub Date 72
Note—4p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attention Span, Data Analysis, *Infant Behavior, Research, *Stimuli, *Testing, Test Results, Time, *Visual Stimuli

A study was conducted in which the infants' behavior was allowed to control stimulus duration. A group of five infants were tested once a week from 3 through 14 weeks of age. A second group of five infants were tested once a week from 8 through 14 weeks of age. A third group of 18 infants were tested once at 3, 8, or 14 weeks of age. Once a stimulus was presented to an infant, it remained on until the two observers had simultaneously recorded no looking behavior for a continuous period of two seconds. Each of six checkerboard stimuli and the grey square were shown twice in two different orders. The longest looking time to a single stimulus recorded in this study was 1073 seconds, or over 17 minutes. Looking durations of over 2 minutes were very common. On several occasions, durations of over 8 minutes were recorded. An analysis of the data was performed. The most important result of this study is the length of time an infant will spend looking at a stimulus in an experimental session. This suggests that it is possible to assess infant attentional patterns in chunks of long behavioral episodes. (CK)

ED 065 178 PS 005 698
Some Aids for Those Who Work with Infants and Toddlers.
North Carolina Univ., Greensboro. Infant Care Project.
Spons Agency—Appalachian Regional Commission, Washington, D.C.; Children's Bureau (DHEW), Washington, D.C.
Pub Date 71
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Catalogs, *Child Care, Classification, *Early Childhood Education, *Instructional Materials, *Resource Materials

A list of materials available and useful for working with infants and toddlers is presented. The materials are classified into the following categories: Information Materials, Program Aids - Administration, Program Aids - Training Materials, and Research Papers and Reports. Order blanks are attached. (CK)

ED 065 179 PS 005 699
Horowitz, Frances Degan And Others
Newborn and Four-Week Retest on a Normative Population Using the Brazelton Newborn Assessment Procedure.
Pub Date 71
Note—35p.; Paper presented at Society for Research in Child Development (Minneapolis, Minn., 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age, Behavioral Science Research, Caucasians, *Evaluation Techniques, *Individual Differences, *Infant Behavior, Measurement Instruments, Response Mode, *Sex Differences, *Testing, *Visual Stimuli
Identifiers—*Brazelton Scale

A survey of assessment procedures of the newborn and of the infant during the first month of life was conducted; the survey indicated that there were instruments for evaluating the newborn and for evaluating the four-week-old infant, but there was no single procedure which included an evaluation of both the newborn and the four-week-old infant. This study is concerned with trying to understand individual differences in infant behavior which can be used to specify the dimensions and parameters of an effective environment for particular infants. Reported is work involving a sample of 60 infants, 30 males and 30 females, who were each tested at three or four days of age in the hospital and then retested four weeks later in the home. Interest is primarily in the stability of performance over the four weeks and secondarily in the distribution of scores at both ages and in sex differences. Subjects include mainly white, upper lower, middle, and upper middle class infants, all of normal birth-weight with Agpar scores at five minutes well within the normal range. For the retest at approximately four weeks of age, the mean age for females was 27.87 days with a range of 24 to 33 days; for males, the mean was 27.79 days with a range of 24 to 34 days. After wheeling the infant into the examining room, his initial state was observed to two minutes. Then the pen light flashlight was flicked across the closed eyes and any response observed. Female scores were generally more stable than males over the four-week period. Males showed significant shifts, for items measuring peak of excitement, alertness, following with head and eyes, reaction to sound, and pull to sit. Data tables and charts are provided. (CK)

ED 065 180 PS 005 704
Ainsworth, Mary D. Salter Bell, Silvia M.
Mother-Infant Interaction and the Development of Competence.
Spons Agency—Grant Foundation, New York, N.Y.; Office of Child Development (DHEW), Washington, D.C.
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Development, Concept Formation, Environmental Influences, *Hypothesis Testing, *Infant Behavior, *Interaction Process Analysis, Interpersonal Competence, *Mothers, *Parent Child Relationship, Social Development

Several sets of evidence are offered to support the hypothesis that cognitive and social development are intimately interrelated, and that mother-infant interaction influences both. A mother's prompt responsiveness to her baby's signals tends to foster the development of varied and clear modes of communication and thus the development of one facet of social competence. Sensitive maternal responsiveness to infant signals, especially when combined with giving a baby freedom to explore his physical environment facilitates overall development of competence as measured by a general intelligence quotient. The quality of mother-infant interaction affects both the quality of a baby's attachment relationship with his mother and at least one important specific aspect of cognitive development, the development of the concept of the object. The concept of the balance between exploratory and attachment behavior is considered, and it is suggested that the significance of this is not so much quantitative as qualitative. That is, the significant individual differences lie not so much in the relative quantities of attachment and exploratory behavior as in the quality of each and the smoothness of transition from one to the other. Evidence is presented that the quality of mother-infant interaction influences the quality of the infant's attachment relationship to his mother, and that it also influences the level and quality of exploratory behavior and play. (Author/CK)

ED 065 181 PS 005 705
Keislar, Evan R. Blumenfeld, Phyllis
A Peer Tutoring Game for Four-Year-Olds.
Spons Agency—California Univ., Los Angeles. Early Childhood Research Center.
Pub Date Mar 72
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Control Groups, *Educational Games, Experimental Groups, *Language Instruction, Learning Activities, Objectives, *Peer Teaching, *Pilot Projects, *Preschool Children, Problem Solving, Role Playing, Testing, Test Results, Tutoring

An instructional game is presented. The instructional goal of the game was to help the learner, one of the players, understand and use seven different prepositions with which, on the basis of a pretest, he was unfamiliar. The game was arranged so that instruction would occur simply as a result of communication to the learner from his partner who, acting as a tutor, already had the language skills to be taught. The tutor acted as the first player. The program was sequenced in terms of cards and in terms of the picture content. A criterion test was used and consisted of three parts. The first part asked the child to point to one of three pictures which showed particular spatial relationships. The second part of the test posed "Yes" or "No" questions. In the third part, the child was asked to describe pictures. The central problem of this pilot study was to test the effectiveness of this procedure with four-year-old children. The experiment was carried out in two different Head Start Centers. At one school, all testing and game-playing was carried out in an adjacent classroom; at the other, a van was used. The average improvement for the experimental learners was 3.5. Those playing with partners as naive as themselves showed an average gain of only .75. The use of a game format as a vehicle for instruction was found to be valuable, but the necessary arrangements and programming required a good deal of effort and supervision. It is recommended that a more informal context for peer tutoring be sought. (CK)

ED 065 182 PS 005 706
Shapira, Ariella Madsen, Millard C.
Between and Within Group Cooperation and Competition among Kibbutz and Non-Kibbutz Children.
California Univ., Los Angeles. Early Childhood Research Center.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Aug 71
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Science Research, Childhood Attitudes, Collective Settlements, *Comparative Analysis, Cross Cultural Studies, *Group Activities, *Group Dynamics, *Objectives, Psychological Studies, *Response Mode, Rural Urban Differences, Sex Differences, Socialization
Identifiers—*Israeli Kibbutz Children, United States

Israeli Kibbutz and city children, age 8-11, were compared in three experiments in which cooperative-competitive behavior was assessed. City children from the United States were also included in Experiment 3. In Experiments 1 and 2, groups of four children played a cooperation board game in which children represented only themselves in one condition and represented a group in another. Kibbutz groups were more cooperative and were more influenced by the group representation than were city groups. In experiment 3, groups were compared in their selection of a group versus an individual goal. Kibbutz children gave more often to the group than did Israeli or U.S. city children, even under a condition in which the group oriented response was economically nonadaptive. (Author)

ED 065 183 PS 005 707
Boone, Sherle And Others
Cognitive Modes in Black Kindergarten Children.
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavior Rating Scales, Classroom Research, *Cognitive Processes, *Creativity, Individual Characteristics, *Kindergarten Children, *Measurement Instruments, *Negro Youth, Rating Scales, Statistical Analysis, Tables (Data), Tests
Identifiers—Comtois Early Childhood Rating Scales, Harris Goodenough Draw A Man Test

This study employs the techniques developed by Wallach and Kogan as creativity instruments in conjunction with the Harris-Goodenough Draw-A-Man test as an I.Q. estimate and the Comtois Early Childhood Rating Scales as an indicator of classroom behavioral characteristics. The sample is a group of 19 black kindergarten children. The interrelationships of these measures were investigated using Kendall's Tau and multivariate techniques. The data indicate that the Wallach and Kogan instruments were in general measuring a cognitive mode which was separate from that evidenced in drawing I.Q. The Comtois Scales were interpretable in relation to the other measurements. (Author)

ED 065 184 PS 005 708
Rosenfeld, Howard
Acquisition and Performance of Regulatory Social Responses.
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Adults, Behavioral Science Research, Economic Factors, *Environmental Influences, *Infant Behavior, *Interaction Process Analysis, Parent Child Relationship, Response Mode, *Social Adjustment, Social Relations, Tables (Data), *Task Performance, Video Tape Recordings
A project to determine how children and members of their social environment regulate the stimulation they receive from each other is presented. The general procedure employed was the descriptive and experimental analysis of the behavior of subjects in social interaction situations, as recorded on videotape. Types of dyads videotaped include mother-infant dyads in a caretaking-play setting, mature (adult) dyads in semistructured focused interaction, and preschool peer dyads in preacademic task settings. Results of the mother-infant study include: (1) Cry-fuss pauses of less than one second were considered socially nonfunctional; (2) A basic mother infant behavior code was established; and (3) Sampling statistics routines will be included to detect significant differences in the average temporal locations of sequential dependencies between events. Nonverbal regulators in mature dyads were found to include manual illustrative and emphatic movements, facial affect displays, orientational and attentional movements of the head and body, and adjustments to tension. Videotapes of social behavior of preschool children performing preacademic tasks revealed that the performance of low income preschool children is affected by a combination of the familiarity and competence of peers present in the performance situation. With familiarity and performance controlled, family economic level appears not to have any notable implications for preschool performance. These studies indicate that as early as the preschool level, existing human resources in the peer group can be arranged to provide more optimal conditions for testing ability and promoting learning in social or academic tasks. (CK)

ED 065 185 PS 005 709
Tyler, June F.
A Study of the Relationship of Two Methods of Question Presentation, Sex, and School Location to the Social Studies Achievement of Second-Grade Children.
Pub Date 5 Apr 72
Note—17p.; Paper presented at annual meeting of the AERA (Chicago, Ill., 5 Apr., 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Concept Teaching, Data Analysis, Environmental Influences, Experimental Groups, *Grade 2, Hypothesis Testing, Instructional Materials, *Questioning Techniques, Sex Differences, *Social Studies, Suburbs, *Teaching Methods, Urban Areas
A study was conducted to examine two methods of presentation of social studies questions used in teaching selected concepts to second-grade children and to determine which method was more effective as reflected in the achievement demonstrated by the subjects. The procedure used was a 3x2x2 (Treatment by Sex by School Location) fixed-effects factorial design to test the hypothesis that if second-grade children instructed with two methods of question presentation are compared with children receiving regular classroom instruction, then a significant difference in social studies achievement will result in favor of the experimental groups. The experimental groups were instructed for a six-week period. The instructional sequences were three weeks in length: one on the concept rules and the other on concept location. Results of data analysis showed the following differences: (1) Children instructed with predominantly higher-level questions performed at significantly higher levels regardless of method of question presentation than did children receiving regular classroom instruction; (2) Children using nonreading materials for question presentation achieved significantly higher levels than did children using reading materials; (3) Children from the suburban school demonstrated higher achievement than children from the urban school. Conclusions include: (1) Oral presentation of instructional questions in social studies materials for second-grade children resulted in higher achievement levels on the part of the learners than did written presentation; (2) Social studies achievement was not affected by the sex of the pupils; (3) No interactions occurred between the variables of sex and among the variables of treatment, sex, and school location. (Author/CK)

ED 065 186 PS 005 713
A Demonstration Project: Group Care of Infants and Toddlers. Final Report.
North Carolina Univ., Greensboro.
Pub Date Jun 70
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Demonstration Centers, Demonstration Projects, *Infants, Mental Development, Middle Class, *Preschool Children, Program Evaluation, Psychomotor Skills, Surveys
This research and demonstration project involved the establishment of a demonstration Nursery Center to provide for the daytime care of infants and toddlers in groups and for the evaluation of this experience. A descriptive account is given of the founding of the center and of its operation over a three-year period. Finding housing and suitable staff were two problems encountered. A breakdown of the budget of the center is presented. Other problems encountered and solved were the finding of sufficient outdoor space for play and the acquisition of equipment and supplies. A model was designed for a daily program at the nursery; the main focus of the program was on middle-class families. The model for the program required that the infant's parents be committed to the plan. Also included is a workable plan for the baby's care when he suffers minor illness. A group of children were tested in various areas. It was found that mental, psychomotor, and physical development equaled and in some cases exceeded that of children who did not attend the Center. (CK)

ED 065 187 PS 005 724
Kuenne, Janet B. Williams, Joanna P.
Cues Associated with Recognition of Aural Stimuli in the Primary Grades.
Pub Date Apr 72
Note—4p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 3-7, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Auditory Discrimination, *Aural Stimuli, Consonants, *Cues, Kindergarten Children, *Primary Grades, Tape Recordings, Tests, *Visual Discrimination, Vowels, *Word Recognition
A study was conducted to investigate a series of hypothesized cues used in recognizing aural stimuli (Nonsense syllable trigrams) by adapting to the oral mode an experimental technique used successfully in visual word recognition studies. Three classes of cues were studied: (1) a cue for position, (2) a cur for the of cues were studied: (1) a cue for position, (2) a cue for the unit of recognition, and (3) a reversal cue. A tape-recorded test was presented to kindergarten, first-grade, and second-grade subjects. Each subject was offered an opportunity to make a series of 30 auditory matches on the basis of five cues: (1) a consonant in the initial position, (2) a consonant followed by a vowel in the initial position, (3) a consonant in the final position, (4) a consonant preceded by a vowel in the final position, and (5) a reversal. It was found that: (1) Children in visually discriminating between two similar looking words of one syllable tend to use the initial grapheme; (2) In aurally discriminating between two similar sounding one-syllable words, children tend to use the final segment or rhyme; (3) The first unit of recognition used visually is the single letter segment; and (4) The unit of recognition used aurally is a two phoneme segment made up of a vowel and consonant combination. (CK)

ED 065 188 PS 005 725
Steg, Doreen R.
Helping Problem Learners During the Pre-School Years.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date Aug 71
Note—4p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 3-7, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Auditory Perception, Behavioral Science Research, Behavior Change, Comparative Analysis, Early Childhood Education, *Learning Difficulties, Nursery Schools, *Perceptual Development, *Preschool Children, *Problem Solving, *Statistical Analysis, Test Results, Visual Perception
This study compares effects of an early childhood instructional program--designed to develop auditory and visual perception skills by stressing differential diagnosis, prescriptive suggestions and concomitant procedures--with programs typically found in nursery schools. Treatment group consisted of twelve paired on intelligence, auditory and visual perception scores. Treatment group split in two, each receiving instruction engaging weaker sense modality, mainly visual for one, mainly auditory for the other. Statistical analysis revealed significantly higher scores on both perceptual indices for the treatment groups. Study suggests need to focus upon modification of behaviors basic to learning (e.g. perception) and catering to the specificity of learner inadequacies. (Author)

ED 065 189 PS 005 730
Weeks, Shirley S.
The Child from 1-2.
Hawaii Univ., Honolulu. Cooperative Extension Service.
Report No—Cir-449
Note—15p.; Cooperative Extension Service, College of Tropical Agriculture, University of Hawaii, Honolulu, Hawaii 96822 (Free of charge)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Care, *Child Development, *Early Childhood, *Preschool Children
Identifiers—Hawaii
A description of a child's natural habits and characteristics during his second year is presented. Also given are suggestions for aiding his physical and mental development. (CK)

ED 065 190 PS 005 731
Weeks, Shirley S.
The Child from 2-3.
Hawaii Univ., Honolulu. Cooperative Extension Service.
Report No—Cir-455
Pub Date Dec 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Care, *Child Development, *Early Childhood, *Preschool Children
A description of a child's natural habits and characteristics during his third year is presented. Also given are suggestions for aiding his physical and mental development. (CK)

ED 065 191 PS 005 733
Croft, Doreen J. Hess, Robert D.
An Activities Handbook for Teachers of Young Children.
Pub Date 72
Note—191p.
Available from—Houghton Mifflin Company, 2 Park Street, Boston, Mass. 02107 ($4.95)
Document Not Available from EDRS.
Descriptors—*Early Childhood Education, *Guides, Handicrafts, Home Economics, Instructional Aids, *Language Development, *Learning Activities, Mathematics, Preschool Children, Sciences, *Teaching Guides
A handbook intended as a guide for prospective and inservice teachers of young children is presented. This is the second of two volumes. The activities include almost all those one might want to use with preprimary children. The largest sections cover language activities and the several arts. All of the activities included some from actual classroom experience and use. This guide is divided in five parts: Opportunities for Growth in Language Abilities, Experiences in Prescience, Exploring the Arts, Pre-Math Experiences, and Cooking. (Author/CK)

ED 065 192 PS 005 735
Weikart, David P.
Early Childhood Special Education for Intellectually Subnormal and/or Culturally Different Children.
Pub Date Oct 71
Note—23p.
Available from—23p.; Cooperative Extension Service, College of Tropical Agriculture, University of Hawaii, Honolulu, Hawaii 96822 (Free of charge)
EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Comparative Analysis, *Culturally Disadvantaged, Curriculum Design, *Early Childhood Education, *Educable Mentally Handicapped, Elementary Education, Intellectual Development, Minority Groups, *Models, Preschool Education, *Special Education, Tables (Data)

Four basic models that are used to account for the discrepancies in educational and intellectual attainment between minority groups and the dominant culture are outlined. These are the Deficit Model, the School-as-Failure Model, the Cultural Difference Model, and the Social Structure Model. Four studies relating to the impact of preschool education on the experimental children are discussed. Research results presented tentatively indicate that some widely held beliefs about preschool education aren't true. Conclusions include: (1) Preschools operated in a forceful style can have significant impact throughout the elementary school years in areas that are directly meaningful to parents, teachers, state education officials, and the children; (2) "Educable mentally retarded" children have failed less often and are placed in special education less often than are similar children who have not had preschool; (3) For at least three years after the initiation of the preschool program, the style of curriculum does not have a differential effect on the child's intellectual or achievement development rates. (Author/CK)

ED 065 193 PS 005 746

Newman, Murray A. And Others

Absence of Priority of Free Recall of Newly Learned Items in Preschool Children.

Note—3p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Child Development, *Educational Research, *Environmental Influences, *Learning Experience, *Preschool Children, *Recall (Psychological), Serial Learning

The two experiments reported in this study demonstrated that, in contrast to Steinmetz and Battig's (1969) data, preschool children do not display Priority of Recall in Newly Learned Items (PRNI) in either conventional Free Recall Learning (FRL) or in FRL where serial position bias is controlled. This finding, coupled with Battig and Slaybaugh's (1969) report of PRNI in FRL of adults, strongly suggests a developmental strategy interpretation of PRNI which emphasizes that the strategy is in part due to exposure to experiences (e.g., school) encouraging its use. (Author)

ED 065 194 PS 005 747

White, Geoffry D. And Others

Timeout Duration and the Suppression of Deviant Behavior in Children.

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, *Crisis Therapy, Group Dynamics, *Mental Retardation, *Socially Deviant Behavior, Time Factors (Learning)

The effects of three different timeout durations were investigated in a group of 20 retarded, institutionalized subjects. Each subject received 1, 15, and 30 minutes of timeout in a design which was counterbalanced in terms of the order in which timeout durations were presented. Displays of deviant behavior--such as aggression, tantrums, and self-destruction--were followed by periods of isolation in a timeout room. A reversal design was employed such that return-to-baseline periods were instituted subsequent to each timeout period. The overall effect of timeout was to significantly reduce the rate of deviant behavior. On the average, 15 and 30 minutes produced 35% decrease in deviant behavior with little difference between the effectiveness of 15 and 30 minutes. The range of effects in all timeout conditions varied widely. The sequence in which the 1 minute duration was presented effected the direction of its effect. When it preceded the use of longer durations, 1 minute was most effective. As it came later in the sequence, its suppressive characteristics became less reliable. (Author)

ED 065 195 PS 005 748

Bolstad, Orin D. Johnson, Stephen M.

Self-Regulation in the Modification of Disruptive Classroom Behavior.

Pub Date 72

Note—32p.

Available from—Orin S. Bolstad, Psychology Clinic, 1679 Agate, University of Oregon, Eugene, Oregon

Journal Cit—Journal of Applied Behavior Analysis (in press)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Science Research, Behavior Change, Child Development, Child Psychology, *Classroom Observation Techniques, Comparative Analysis, *Discipline Problems, Early Childhood, Experimental Groups, Individual Development, Personality Development, Primary Grades, *Problem Children, Self Concept, *Self Control, Social Development

This study compared self-regulation and external regulation procedures in the treatment of children's disruptive classroom behavior. Following the collection of baseline data, three of the four most disruptive children in each of 10 first and second grade classrooms were reinforced by the experimenter for achieving low rates of disruptive behavior. The fourth child served as a control subject throughout the experiment. Two of the three experimental subjects were then taught to self-observe their own disruptive behavior. In the final reinforcement period, these subjects were given control over dispensing reinforcers to themselves, based on their self-collected behavioral data while subjects in the other experimental group continued with the externally managed reinforcement. In extinction, reinforcement was discontinued for all subjects, but one of the self-regulation subjects in each classroom continued to overtly self-observe. Results indicated that both reinforcement programs produced a considerable reduction in disruptive behavior. The self-regulation procedures were slightly more effective in reducing disruptiveness than was the external regulation procedure and this advantage persisted into extinction. These results suggest that self-regulation procedures provide a practical, inexpensive, and powerful alternative in dealing with disruptive behavior in children. (Author)

ED 065 196 PS 005 749

Johnson, Stephen M.

Self-Reinforcement vs. External Reinforcement in Behavior Modification With Children.

Spons Agency—Institute for Juvenile Research, Chicago, Ill.

Pub Date 70

Note—13p.; Report based on a doctoral dissertation submitted to the Department of Psychology, Northwestern University

Journal Cit—Developmental Psychology; 1970, n3 p147-148

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Attention Span, *Behavioral Science Research, *Behavior Change, Behavior Standards, Classroom Observation Techniques, Comparative Analysis, Discipline Problems, *Early Childhood, Experimental Groups, Individual Development, Personality Development, Primary Grades, *Self Control

Identifiers—External Reinforcement, Self Reinforcement

The purpose of this study was to examine self-reinforcement as an agent of behavior change with children who were deficient in desired attention behaviors. Twenty three first and second grade school children were taught through external reinforcement procedures to raise their level of attention on a simple discrimination task. Subjects in one group were then taught to manage their own reinforcement contingencies and their performance was compared with that of a group continued on external reinforcement and a group for which reinforcement was discontinued. Results showed that groups receiving reinforcement performed at higher levels than the no reinforcement group. Self-reinforcement maintained discrimination behavior at as high a level as external reinforcement with no decrement in discrimination accuracy. Some greater initial resistance to extinction was evidenced in the self-reinforcement group as compared to the other groups. No differences in generalization of attentive behavior were found. (Author)

ED 065 197 PS 005 752

McGurk, Harry

Infant Discrimination of Orientation.

Educational Testing Service, Princeton, N.J.

Report No—ETS-RB-72-14

Pub Date Mar 72

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Development, Child Psychology, *Cognitive Development, Comparative Analysis, Conditioned Stimulus, *Discrimination Learning, Early Childhood, *Infant Behavior, Patterned Responses, Perceptual Development, Psychomotor Skills, Stimulus Behavior, *Visual Discrimination

Infants in four age groups--three, six, nine and twelve months--were exposed to an experimental procedure designed to assess the extent to which such subjects were capable of discriminating between different orientations of the same form, and the extent to which they were capable of recognizing the identity between different orientations of the same form. Results revealed that from at least as early as six months-infants manifest both kinds of perceptual ability. (Author)

ED 065 198 PS 005 756

Sharkey, Tony And Others

Building a Playground.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 70

Note—23p.

Available from—Education Development Center, 39 Chapel Street, Newton, Massachusetts 02160 ($0.60)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Child Development, Community Involvement, Motor Development, *Parent Participation, *Physical Activities, *Playgrounds

Identifiers—*Project Head Start

The steps to building a community playground are discussed. These steps include planning, materials and services needed, and the involvement of parents, teachers, and administrators as well as the children themselves. Pictures illustrate the text. (DB)

ED 065 199 PS 005 757

[Home Start II, Waterloo Community Schools, Waterloo, Iowa.]

President's National Advisory Council on Supplementary Centers and Services, Washington, D.C.

Note—14p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Child Development, Community Involvement, *Disadvantaged Youth, *Home Instruction, Intervention, Parent Participation, *Preschool Children, *Test Results

Identifiers—*Home Start Program

Home Start II of the Waterloo Community Schools, Iowa, is a program that attempts to remedy developmental lag in underprivileged preschool children by a multi-faceted approach. The program is described as to context, activities, staff, distinctive features, and equipment and material. Discussions are given of community involvement, costs, and evaluation. Tests of the Home Start children indicate that they have made significant gains, compared with other preschool groups, in achieving school readiness. (DB)

ED 065 200 PS 005 759

Keister, Mary Elizabeth

Beginning with Infants, for Those Involved with Daytime Programs for Infants and Toddlers. Suggestions for Reading and Viewing.

North Carolina Univ., Greensboro. Infant Care Project.

Spons Agency—Appalachian Regional Commission, Washington, D.C.; Children's Bureau (D-HEW), Washington, D.C.; North Carolina State Dept. of Social Services, Raleigh.; North Carolina Univ., Greensboro.

Pub Date Apr 72

Note—58p.

Available from—Infant Care Project, Institute for Child and Family Development, The University of North Carolina, Greensboro, N. C. 27412 ($0.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annotated Bibliographies, *Audiovisual Aids, *Day Programs, *Early Childhood, *Infants, *Reading Materials, Trainees, Trainers

Identifiers—*Infant Care Project, North Carolina

Materials found useful in the Infant Care Project of the University of North Carolina are listed in this annotated bibliography. The three sections of the bibliography are: for trainees on-the-job, before-the-job; for trainers learning, planning, teaching; and audio-visual materials for trainees and trainers. (DB)

ED 065 201 PS 005 761
Toys for Early Development of the Young Blind Child: A Guide for Parents.
Illinois State Office of the Superintendent of Public Instruction, Springfield.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jan 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Blind, *Child Development, Cognitive Development, Early Childhood Education, *Guides, Handicapped Children, Parent Counseling, *Preschool Children, Skill Development, *Toys, Visually Handicapped
A booklet is presented for parents of blind children. This booklet lists various toys that are useful for the child in his development and cognitive growth. Three kits of toys are presented. Each of these kits was developed for children of approximate age groups. Kit #1 is for the very young blind infants and contains toys that usually interest youngsters who are six months to one year of age, toys that are large, soft, and lightweight. Kit #2 contains items which encourage the development of skills ordinarily acquired by children between the ages of one and two years. Kit #3 is for the blind child from two to three years of age. (CK)

ED 065 202 PS 005 762
State of Illinois Services for the Blind and Visually Impaired.
Illinois State Office of the Superintendent of Public Instruction, Springfield.
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Blind, *Catalogs, Guides, Handicapped Children, *Partially Sighted, *State Programs, *Visually Handicapped
Identifiers—*Illinois
This booklet lists the names and addresses of units serving the blind and partially sighted in the state of Illinois and gives a brief description of each unit. The services provided are listed under the following categories: Services for the Aged, Services for Parents of the Visually Impaired, Educational Services for Visually Handicapped Children, The Public School and the Visually Handicapped Child, Program Assistance, Schools for Visually Impaired, College-Vocational Counseling and Assistance, For Veterans, Home Counseling Service, Library Services. (CK)

ED 065 203 PS 005 763
Smith, Janet D. And Others
The Preschooler: Socioeconomic Status, Race, and Incidental Learning.
Michigan State Univ., East Lansing. Center for Urban Affairs.
Report No—RR-14
Pub Date Mar 72
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Caucasians, Cognitive Development, Early Childhood, Experimental Programs, *Incidental Learning, Instructional Materials, Intellectual Development, Learning, Learning Theories, Negro Youth, *Perceptual Development, *Preschool Children, *Racial Differences, *Socioeconomic Status, Visual Perception, Visual Stimuli
This study investigated incidental learning in middle and lower class black and white preschool children. The study questioned whether (a) preschool children acquire learning incidentally; (b) there was a difference in the quantity of such learning between black and white children; (c) differences in learning was influenced by socioeconomic status; and (d) differences were as evident for familiar as compared with unfamiliar stimulus materials. The experiment used a measure of incidental learning obtained by exposing subjects to a room containing selected items but giving them no instructions to attend to the objects. A comparison group was also placed in the same room but instructed to attend to the objects. The second dimension of familiarity was added by including items in the room which were known to the children as well as objects likely to be unfamiliar. Following a fixed exposure of three minutes, each child was given a free recall and recognition test. The findings verify the presence of incidental learning in preschool children. Black youngsters did substantially better than their white counterparts on the recall of familiar objects. White preschool children did substantially better than their black counterparts on the recognition of unfamiliar objects in the incidental learning condition. (Author)

ED 065 204 PS 005 782
Hassett, Joseph D. Weisberg, Arline
Open Education: Alternatives Within Our Tradition.
Pub Date 72
Note—141p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 ($7.95, hardback; $3.95, paperback)
Document Not Available from EDRS.
Descriptors—*Classroom Environment, Community Role, *Early Childhood Education, *Educational Methods, Elementary School Students, Environmental Influences, *Open Education, *Role Theory, Student Role, Teacher Role, Teaching Techniques
Identifiers—*Wave Hill Program
An innovative educational program for children from kindergarten to the sixth grade, an outgrowth of the Wave Hill program, that has been incorporated in five community schools and one parochial school is detailed in this book. The program is an alternative to the traditional method; it is not considered as a total school program with which to replace entirely the traditional. Intended for teachers of young children, step-by-step procedures are given on how to use this approach to open education. The approach is child-centered, interdisciplinary, and project-oriented. The acquiring of basic skills by the child at his own rate of development is aimed for. Part I of the book, Educational Environments, discusses the importance of various environments in a child's life: the environment of the classroom--physical, psychological, social, and instructional--and the environment of the school, the neighborhood, and nature itself. The second part of the book, Educational Roles, is concerned with the roles of the child, the teacher, the administrator, and the community. (CK)

ED 065 205 PS 005 811
Cohen Donald J., Ed. And Others
Child Development: Day Care. 4. Serving School Age Children.
Office of Child Development (DHEW), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.; President's Science Advisory Commission, Washington, D. C. Panel on Educational Research and Development.
Report No—DHEW-Pub-OCD-72-34
Note—67p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No. 1791-0165, $0.70)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Child Development, *Day Care Programs, Day Care Services, Elementary School Students, *Guides, Individual Development, Junior High School Students, Personality Development, Physical Health, *Residential Care
A publication concerning the out of school or day care of children from ages six to fourteen is presented. It is pointed out that all good day care programs share at least two features: (1) They add to and strengthen the kind of care and guidance provided by parents; and (2) They aim at providing the child with experiences which will encourage the healthy growth of his body, intellect and personality. The purpose of this handbook is to guide community groups and individuals in their efforts to create good programs for school age children. It is divided into four chapters: The School Age Child, Elements of Developmental Care for School Age Children, Program Settings for School Age Children, and Program Examples. (Author)

ED 065 206 PS 005 821
Gordon, Ira J. And Others
Child Learning Through Child Play. Learning Activities for Two and Three Year Olds.
Florida Univ., Gainesville. Inst. for Development of Human Resources.
Pub Date 72
Note—116p.
Available from—St. Martin's Press, Inc., 175 Fifth Avenue, New York, N. Y. 10010 (Cloth, $6.95; Paperback, $3.95)
Document Not Available from EDRS.
Descriptors—*Child Development, *Childrens Games, *Day Care Programs, Early Childhood, Intellectual Development, Language Development, *Learning Activities, *Parent Participation
Games through which parents, family day-care centers, and large day-care centers can provide learning opportunities for children are presented. The primary aim of these activities is to encourage intellectual and language development. The sections of the book, which are not arranged by age, are as follows: Sorting and Matching Games, Building an Understanding of Patterns, Recognition Games, Word Play, Developing Physical Coordination, Imaginative Play, and Creative Activities. (DB)

RC

ED 065 207 RC 006 144
Hoke, Gordon
Goodby to Yesterday: Talent Development in a Changing Era.
Illinois State Office of the Superintendent of Public Instruction, Springfield. Gifted Children Section.; Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.
Pub Date 71
Note—262p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Community Planning, Community Role, *Decision Making, Economic Development, *Governmental Structure, Recreation, Religious Factors, Research Methodology, *Rural Areas, *School Community Cooperation, Services, Social Factors, *Sociology, Transportation
The setting for this school-community study is Effingham, Illinois. Chosen as a prototype of rural America, Effingham is emerging as a rapidly-growing center of economic, political, and social activity. Through structured interviews and personal interactions, the evaluator has obtained information to describe the community in terms of its historical background, current issues, and future plans. The role of educational institutions in fashioning an improved educational and social environment is discussed. This school-community study will continue along the lines of testing the viability of a belief that local school districts, given access to appropriate human and material resources, can productively engage in community development efforts. (JH)

ED 065 208 RC 006 217
Murray, Wayne Robert
Ethnic and Sex Differences as Related to Student Perceptions of a University Environment.
Pub Date Jul 72
Note—119p.; Doctor's dissertation submitted to New Mexico State University, Las Cruces, New Mexico
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Analysis of Variance, *Anglo Americans, Biculturalism, *Bilingual Students, *College Environment, Factor Analysis, *Mexican Americans, *Personality Theories, Research, State Universities
Through use of a random sample of 148 Anglo and 154 Mexican American subjects, this study sought to examine the factor structure of the College and University Environment Scales (CUES) for the bilingual/bicultural full-time unmarried undergraduate student population at the University of Texas at El Paso, to compare the Mexican American students' perceptions of the university environment with the perceptions of Anglo American students, and to test the theory of cognitive dissonance in the field of student affairs. Statistical procedures utilized were factor analysis, Hotelling's T2 statistic, Cochran's test for homogeneity of variance, Bartlett's test for homogeneity of variance, Student's t test, Kendall rank correlation coefficient, analysis of variance, and Pearson product-moment correlation. Although it was not possible to reject the null hypotheses of either equal means or variances, it was noted that the factor structure on the CUES was lower than those for the national sample, that Anglo Americans perceived the university environment as more scholarly than did the Mexican American students, that men scored higher on the awareness scale than did women, and that Mexican American students who report conflict between Mexican and American ways and who

report no conflict between Mexican and American ways did not differ on the 4 dimensions of the CUES. Data results are shown in 21 tables, and 2 figures; the 3 appendixes include the data-gathering instruments, the factor structure for the 100-item CUES, and a questionnaire. (Author/MJB)

ED 065 209 95 RC 006 255
Helping Advance Bilingual Learning in Abernathy (HABLA). Evaluation Report, 1970-1971.
Abernathy Independent School District, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—102p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Bilingual Education, Bilingual Students, Community Involvement, Elementary Education, Inservice Teacher Education, *Mexican Americans, *Preschool Education, Preschool Tests, Program Evaluation, *Second Language Learning, *Test Results

The long range objective of this bilingual program was to reduce the high dropout rate of Mexican American students. Kindergarten and 1st-grade students were to be instructed in both English and Spanish, and the program was to be expanded one grade level each year. The program was set up to be a voluntary experiment for Mexican Americans, Anglo Americans, and Negroes. The method used in teaching the bilingual program to the kindergarten class were as follows: (1) naming and classifying objects in either English or Spanish, (2) identifying family members in either language, and (3) identifying and naming colors in either language. First-grade students were expected to respond to instructions given by teachers in both languages and to learn to write simple words in English and Spanish. The kindergarten and 1st-grade bilingual program was evaluated using the following tests: (1) the Peabody Picture Vocabulary Test, (2) the Inter-American Series, Test of General Ability, and (3) the Stanford Early School Achievement Test. Videotape interviews and spot evaluations of students were also made. Because findings proved promising, the following recommendations were made: (1) the program should be continued and allowed to move into the 3rd year of the 5 year program, (2) the in-service Spanish course for school personnel should be continued, (3) more bilingual materials should be acquired, and (4) community involvement should be expanded. Test results are included. (FF)

ED 065 210 88 RC 006 264
Mobile Units Supplementing Education (M.U.S.E.). Evaluation, ESEA Title III, Fiscal Year 1970.
Dodge County Schools, Fremont, Nebr.
Spons Agency—Division of Plans and Supplementary Centers, BESE.
Report No—DPSC-67-3220
Pub Date 70
Grant—OEG-70-27-CoS-13-332OR
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aurally Handicapped, Budgets, Educational Innovation, *Evaluation, *Mobile Classrooms, Pilot Projects, Public Support, *Rural Areas, Speech Education, *Speech Therapy, *Testing Programs

A project in Dodge County, Nebraska, from July 1, 1969, to June 30, 1970, used Mobile Units Supplementing Education (MUSE) under an Elementary and Secondary Education Act Title III grant. The primary objective of the pilot project and the operational grant was to demonstrate and explore the possibilities of bringing special and supplemental units of education to small isolated school districts. The secondary objective was to research the effect of mobile classrooms, good equipment and supplies, and a planned program of publicity upon the speech therapy program as it effected the students, their parents, the classroom teacher, the superintendents, and the speech therapist. An attempt to obtain an objective evaluation was made through the use of a battery of tests given to selected students at the start and close of the speech therapy program. Subjective evaluations were collected by means of questionnaires. The returned questionnaires indicated that the respondents considered the project to be valuable. However, the project has been discontinued owing to high costs to the local school districts. Copies of evaluation forms used and a breakdown of expenses for the project were also included in the report. (PS)

ED 065 211 RC 006 265
Thomas, George Stewart, Merrilee
Poverty in the Nonmetropolitan South.
Georgia Univ., Athens. Regional Inst. of Social Welfare Research.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.
Pub Date 71
Note—139p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Career Opportunities, Cultural Opportunities, Depressed Areas (Geographic), Economic Opportunities, Educational Opportunities, Employment Opportunities, Family (Sociological Unit), *Family Characteristics, Family Resources, *Genetics, Heredity, One Parent Family, *Opportunities, *Poverty Research, Resources, *Rural Areas, Tables (Data)
Identifiers—*South

The unknowns about nonmetropolitan Southern poverty are systematically addressed by this monograph. The methodology employed isolates and gives equal treatment to 5 causal explanations. The 5 are genetic, culture of poverty, opportunity, maldistribution, and scarce resource explanations. Comprehensive materials are then organized around these explanations as they contribute to nonmetropolitan Southern poverty. It is concluded that nonmetropolitan poverty in the South is not monolithic in nature nor subject to explanation by a single causal thesis. State by state, locality by locality, the data reveal substantial differences in social and age structure, racial composition, employability potential, availability of resources, political climate, and the similarities among and between groups of regional residents living in poverty. This study implies that if planning, program, and research efforts are to be aimed at resolving nonmetropolitan poverty in the South, the urban ghetto mentality of poverty theorists and planners must be brought to an end, that the view that poverty is the result of simultaneously interacting multiple factors must be challenged, and that the implementation of uniform program packages must be supplanted by programming, research, and evaluation uniquely tailored to the assessed characteristics of target localities. (HBC)

ED 065 212 95 RC 006 269
Owens, Thomas R. And Others
Final Evaluation Report for ABRAZO - Title VII Bilingual Project, 1970-71.
San Jose Unified School District, Calif.; Santa Clara County Office of Education, San Jose, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—P-97-00103
Pub Date Sep 71
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Affective Behavior, Bilingual Education, *Cognitive Development, Elementary Grades, Linguistics, *Mexican Americans, *Program Evaluation, *Self Concept, Tables (Data)

Project ABRAZO, 1 of 5 speciality projects funded by the U.S. Office of Education under Title VII of the Elementary and Secondary Education Act of 1965, was designed to conduct research in areas of cognitive and affective learning generalizable to the 130 operational bilingual programs across the country. ABRAZO's goals were (1) to study the self-concept of Mexican American children in grades K through 6 and (2) to implement and to evaluate several strategies hypothesized to contribute to the development of a positive self-image in Mexican American children, grades K through 6. Operational components were established in 4 elementary schools of the San Jose Unified School District in San Jose, California. These schools service approximately 1,500 students in neighborhoods with a 50% or more Mexican American population. The study sample was 90% Mexican American and Anglo (12 Blacks, 16 Orientals, 11 other were included). This 3-section final evaluation report includes (1) a summary and discussion of the extensive data base established by collecting data from teachers, parents, and students in areas of organizational climate attitudes, self-concept, and student achievement; (2) an evaluation of each of the 11 ABRAZO components; and (3) a discussion of findings and recommendations of the evaluation with a view toward providing a constructive critique of the project. Four appendixes containing data on teacher in-service, the "-Friend" component, and a separate classroom observation study related to student self-concept are included. (Author/NQ)

ED 065 213 95 RC 006 271
Ainsworth, C. L. Christian, Chester C., Jr.
Lubbock Bilingual Elementary Education Program, Title VII, Elementary and Secondary Education Act of 1965. Evaluation Report, 1970.
Lubbock Independent School District, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—DPSC-97-219
Pub Date 70
Note—32p.
EDRS Price MF-$9.65 HC-$3.29
Descriptors—*Auditory Evaluation, *Bilingual Education, Curriculum Development, *Mexican Americans, *Preschool Education, *Program Evaluation, Testing

The objective of the Lubbock Bilingual Elementary Education Program evaluation was to determine the effectiveness of a bilingual (English and Spanish) program. Contained in this report is a general review discussing (1) the awareness of the need for a bilingual program, (2) the operational smoothness, (3) the staffing with bilingual teachers and aides, (4) the program approach, whereby all formal instruction was initially taught in Spanish, and (5) the curriculum development accomplished by the staff. Student progress was evaluated through use of the Peabody Picture Vocabulary Test, the interpretation of tape-recorded interviews, a diagnostic test for sound problems, and the Goodenough "Draw-a-man" Test. The report concludes that bilingual education does show a substantial and significant advantage over ordinary education for bilingual pupils. Careful testing of the bilingual pupils in the future should show the rate at which transfer of knowledge to the second language occurs. Another suggestion is that since normal monolingual children would be, in comparison to the bilingual students, at a disadvantage, it might be appropriate to initiate programs to make the entire educational system at least bilingual. (FF)

ED 065 214 RC 006 275
Baker, John A.
Guide to Federal Programs for Rural Development. A Comprehensive Outline of Federally-Funded Programs, Compiled for Rural Communities by the Independent Bankers Association of America. Revised by Committee on Agriculture and Forestry.
Congress of the U.S., Washington, D.C. Senate.
Pub Date Dec 71
Note—550p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, Stock No. 5271-0270 ($2.50, paper cover)
EDRS Price MF-$0.65 HC-$19.74
Descriptors—Agriculture, Business, *Community Development, Ecological Factors, *Economic Factors, *Facility Improvement, *Federal Programs, Health Services, Industry, Planning, *Rural Development, Rural Schools, Soil Conservation

Federal programs of assistance to community development are presented in this guide for community leaders. Individual programs are described in summary form and arranged alphabetically under chapter headings. Programs are listed in the following areas: (1) business stimulation, jobs creation, and income expansion; (2) buildings, installations, and the physical components of a community; (3) community operations, public assistance, and citizen activities; and (4) designing future development with realistic priorities. Federal departments and agencies administering domestic assistance programs available to rural areas are listed. (PS)

ED 065 215 RC 006 276
Sockabasin, Allen J., Comp Stone, John G., Comp.
Off-Reservation Indian Survey [Maine].
Macquarie Univ., North Ryde (Australia).

Spons Agency—Department of Housing and Urban Development, Washington, D.C.
Report No—ME-P-74
Pub Date 71
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *American Indians, Census Figures, *Community Services, Demography, *Government Role, Health Insurance, Housing Patterns, Income, *Migrant Employment, *Non Reservation American Indians, Population Education, State Surveys
Identifiers—*Maine

The needs of the off-reservation Indian population in Maine and recommendations for the correction of these needs are discussed. The program's objectives were (1) to determine the present level of services available to off-reservation Indians in Maine, (2) to determine present housing standards, educational levels, health programs, and geographic areas of population concentration, and (3) to create maximum public awareness of and involvement in the recommended solutions. In gathering information, a structural questionnaire with both closed and open questions, which allowed for both statistical and opinionated data, was used to evaluate the plight of the off-reservation Indian. Sources of error in the work program stemmed from poor communication--many of the Indians spoke French or an Indian language and only partially understood English, many misunderstood the questions asked them, and the interviewers had some difficulty in conveying the reason for their visit. Two plans were recommended: Plan I calls for the creation of the position of "Co-ordinator" to off-reservation Indians within the State of Maine Department of Indian Affairs, thus creating a central headquarters to work in behalf of the off-reservation Indians; Plan II calls for the creation of 2 positions of "Co-ordinator," and their respective jobs and qualifications are listed. The appendix includes the Application For Off-Reservation Indian Survey and statistical recordings. (FF)

ED 065 216 95 RC 006 277
Lubbock Bilingual [Elementary] Education Program. Evaluation Report, 1971.
Lubbock Independent School District, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—DPSC-97-219
Pub Date 71
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bilingual Education, Community Involvement, Curriculum Development, Elementary Grades, *Language Instruction, *Language Programs, *Mexican Americans, *Program Evaluation

The evaluation of the 1970-71 bilingual education program in northern Lubbock, Texas, is provided in this paper. The main purpose of the program was to plan, develop, operate, evaluate, and, if necessary, modify a bilingual program which could be operated in self-contained classrooms. The 4 major components of the program, which included 5 kindergarten and 5 1st-grade sections located at 5 elementary schools, were instruction, staff development, materials development, and community involvement. In evaluating the program, a random sample selected from students from the total program was used. English language activities, the language used by the children in unsupervised situations, and the Test of Basic Experiences administered in both English and Spanish were used to measure language growth. The measures employed indicated that the program's objectives, based upon achievement of educational objectives rather than upon comparison of rate of gain, were being approached. (NQ)

ED 065 217 24 RC 006 278
Link, Albert D., Comp.
Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 2.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date May 72
Note—345p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 ($2.50, Stock Number 1780-1063)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Academic Achievement, *Annotated Bibliographies, *Bilingual Education, *Education, *Mexican Americans, Spanish Americans, *Spanish Speaking

Access to some of the latest research findings and developments in Mexican American education is provided in this bibliography. A supplement to 2 previous ERIC/CRESS publications: "Mexican American Education, A Selected Bibliography" (ED 031 352) and "Mexican American Education, A Selected Bibliography--Supplement No. 1" (ED 048 961), the present bibliography contains 213 citations and abstracts which have appeared in "Research in Education" from January 1971 through March 1972. Also included are 197 citations which have appeared in "Current Index to Journals in Education" from June 1970 through March 1972. Bilingual education and the teaching of English as a second language are emphasized. Ordering information and subject indexes are included. [Not available in hard copy due to marginal legibility of original document.] (NQ)

ED 065 218 RC 006 280
Baca, Joseph Donald
A Comparative Study of Differences in Perception of Mexican American Students Between Anglo and Mexican American Secondary School Teachers in Dona Ana County (New Mexico).
Pub Date Jul 72
Note—131p.; Specialist in Education thesis submitted to New Mexico State University, Las Cruces, New Mexico
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Academic Achievement, *Cultural Awareness, Cultural Factors, Economic Status, *Ethnic Stereotypes, Mental Health, *Mexican Americans, Perception, Research Methodology, *Secondary School Teachers, Self Concept, Student Attitudes, *Teacher Attitudes

The purpose of this study was to determine whether attitudes toward Mexican American students were associated with the ethnicity, age, and teaching experience of secondary school teachers in Dona Ana County, New Mexico. A 50 item cultural awareness questionnaire was used with a sample of 112 participants. The 6 significant factors studied were achievement, time orientation, acculturation, religiosity, family identification, and economic influences. The results of the study indicate a possible need to sensitize teachers of "culturally different" children. The study was concluded by a discussion of implications for the state legislature, the State Department of Education, local school boards, teachers, administrators, and teacher-training institutions. Also included were recommendations for the various educational agencies. (PS)

ED 065 219 RC 006 281
Taylor, Howard W.
Agricultural Mechanization and the Migrant in New York State.
State Univ. of New York, Genesco. Center for Migrant Studies.; State Univ. of New York, Genesco. Coll. of Arts and Science.
Pub Date 72
Note—57p.
Available from—New York State Migrant Center, Welles Building, State University College, Geneseo, New York 14454 ($1.00 plus postage)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Laborers, *Agricultural Machinery, Church Migrant Projects, Community Migrant Projects, Economic Factors, Living Standards, *Migrants, *Research, *Socioeconomic Influences
Identifiers—*New York State

Commissioned by the New York State Center for Migrant Studies, this study examined the rate and causes of agricultural mechanization in New York State and its effect upon the economic and living conditions of migrants, as well as the possible solutions to the problems uncovered. Examined in various stages of mechanization were 3 specific areas where potatoes, snap beans, and apples are grown (Onieda, Steuben, and Clinton counties). Then, a state-wide study of agents and agencies providing alternatives to unemployment and welfare for displaced migrant workers was made. One bean broker, 14 growers, 10 crew leaders, 45 crew members, 5 officials--each representing an agency specializing in job placement and/or retraining opportunities for migrants, 6 dairymen, and 6 presently working former migrants were interviewed. Questionnaires were returned by 64 members of 3 state agencies, 46 Cooperative Extension Agents, 42 growers and businesses, and 2 presently working former migrants. The interviews and questionnaires provided the data for this study. Descriptive statistics led to the following conclusions: (1) migrant workers have been and will continue to be displaced by machines; (2) mechanization may have very positive effects on the migrant worker, forcing him into more steady, often more skilled, positions which offer better wages and the chance for a more stable family and social life; (3) displaced migrant workers prefer to continue in agriculture; (4) there are openings in full-time agricultural positions; (5) former migrant workers have found satisfying full-time jobs; and (6) former migrants have received needed on-the-job training. Included are 4 recommendations, 4 interview guides, and 4 questionnaires. (MJB)

ED 065 220 RC 006 282
Doviak, Joan
Fourteen Beautiful People.
Educational Systems Corp., Washington, D.C.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date 70
Note—69p.
Available from—Educational Systems Corporation, 1211 Connecticut Ave., N.W., Suite 301, Washington, D.C. 20036 ($2.80)
Document Not Available from EDRS.
Descriptors—*Achievement, Athletes, *Background, *Biographical Inventories, *Leadership, *Mexican Americans, Spanish Speaking

Brief biographies are given of 14 Mexican Americans who are representative of the accomplishments of the Mexican American community in the United States in such areas as sports, politics, labor, and entertainment. These particular Mexican Americans were selected because they are either internationally famous or because of what they represent in pursuing their ideals. A sketch of each person is included with his biography. (NQ)

ED 065 221 95 RC 006 283
Region XIII Bilingual Education Program. Evaluation Report.
Education Service Center Region 13, Austin, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—DPSC-97-94
Pub Date Aug 71
Note—194p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Affective Tests, Anglo Americans, *Bilingual Education, Cognitive Development, *Cultural Factors, *Elementary School Students, English, Evaluation, *Instructional Materials, Mathematics, Mexican Americans, Reading, Self Concept, Spanish, *Speech Skills

The regional service center in Austin has implemented a bilingual program serving elementary-age children in 3 locales. During its 2nd year of operation, the program served 5 pilot 1st-grade classes and 5 pilot 2nd-grade classes, providing innovative materials, consultants, and in-service activities to guide teachers in developing a cohesive bilingual curriculum in each grade. The program included the use of in-service activities, parental involvement activities, educational materials, evaluation design, and teacher-child behavior measures. All components of the program were evaluated, with students' cognitive development tested in the areas of English reading, math, and language and in Spanish reading and language. Students' affective development was tested in the areas of attitude towards the Mexican and Anglo cultures, towards school, and for self concept. Test results showed that bilingual classes significantly excelled comparison classes in the area of oral language comprehension in both English and Spanish. Recommendations included a change toward more criterion-referenced testing. (Author/PS)

ED 065 222 RC 006 284
Indian Education. Annual Report 1969-70 [Washington].
Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date 70
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Annual Reports, Attendance Records, *Community Involvement, Curriculum Evaluation, Kindergarten, Program Development, *Rural Schools, *Statistical Data, Tables (Data), Unit Costs
Identifiers—*Johnson O Malley Act, Washington State

Authorized by the Johnson-O'Malley Act and supervised by the Washington State Department of Education, several programs have been designed to involve the American Indian in the education of his children. This 1969-70 annual report, prepared by the Superintendent of Public Instruction, presents pertinent information and statistical data pertaining to each district supported by Johnson-O'Malley (JOM) funds. A background of the programs, the eligibility of districts, and plans for additional models much broader in scope are contained in the overview. The Johnson-O'Malley Act, the kindergarten plan of operation; summer programs; Urban, Rural, Racial, Disadvantaged programs; special projects and activities in 3 additional districts; a map of JOM programs; and an appendix which lists the names of individual school districts, an identification of the program and the approximate amount expended are also included in this report. (HBC)

ED 065 223 RC 006 285
Johnson, Harry, Ed. Farris, Dale, Ed.
Washington State Johnson-O'Malley Indian Education, 1970-71. Annual Report.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date 71
Note—112p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*American Indians, *Annual Reports, Attendance Records, Community Involvement, Curriculum Evaluation, Migrants, Program Development, *Projects, Reading Instruction, *Statistical Data, Tables (Data), *Unit Costs
Identifiers—*Johnson O Malley Act, Washington State

The Superintendent of Public Instruction presents this 1970-71 annual report of Johnson-O'Malley (JOM) Indian education in the State of Washington. A historical background is presented which includes a section of the JOM Act; the criteria for receiving JOM grants; the formats of the program application and evaluation data form for the 1970-71 school year; brief summaries of Indian involvement, evaluation data, and curriculum developments; a look back at the 1970-71 year and a look ahead to the 1971-72 school year. A map of JOM schools, the statistical summaries of JOM allocations, enrollment, JOM contracts, JOM program requests, and JOM payment analysis data are shown. Individual project descriptions and special projects such as the Neah Bay reading project, the Pupil Motivation project at Gonzaga University, the Migrant and Indian Center at Toppenish, the parent-child cooperative program at Olympic College in Bremerton, the Wapato summer preschool project, and the Camp Chapparal summer language arts project are described. Also included are summaries of 3 workshops emphasizing parent committees and 1 workshop emphasizing counselor aides. (HBC)

ED 065 224 RC 006 286
Suter, Larry E.
Selected Characteristics of Persons and Families of Mexican, Puerto Rican, and Other Spanish Origin: March 1971. Population Characteristics: Current Population Reports.
Bureau of the Census (DOC), Suitland, Md.
Report No—P-20-224
Pub Date Oct 71
Note—23p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.20)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Caucasians, *Census Figures, *Data Collection, *Ethnic Groups, *Mexican Americans, *Negroes, Puerto Ricans, Reports, Spanish Americans, Statistical Data, *Tables (Data)

Data on a variety of social and economic characteristics for persons and families of Mexican, Puerto Rican, and other Spanish origins and comparative data for the total white and Negro population are presented in this report. Tables contain information concerning population size, income, employment, education, and the family. It was determined that about 9 million persons identified themselves as being of Spanish origin in March 1971, including 5 million who were of Mexican origin and about 1 1/2 million who identified themselves as of Puerto Rican origin. The median family income in 1970 for all families of Spanish origin was lower than the median income for all white families but higher than that for black families. Unemployment rates were higher for persons of Spanish origin than the national average and about the same as the rate for men of Negro and other races. Among persons 25 to 29 years old, 48% of persons of Spanish origin had graduated from high school compared to 58% of Negroes and 80% of all whites. One-third of the Negro and Puerto Rican families had a female head. (HBC)

ED 065 225 95 RC 006 287
Bilingual Testing and Assessment, Proceedings of Bay Area Bilingual Education League (BABEL) Workshop and Preliminary Findings, Multilingual Assessment Program (Berkeley, California, January 27-28, 1969).
Bay Area Bilingual Education League, Berkeley, Calif.; Multilingual Assessment Program, Stockton, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 28 Jan 72
Note—122p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Biculturalism, *Bilingual Education, *Conference Reports, Culture Free Tests, Intelligence Tests, *Minority Groups, Norm Referenced Tests, Tables (Data), *Testing, *Test Interpretation, Test Reviews

The results and proceedings of the first annual Bilingual/Bicultural Testing and Assessment Workshop, held in Berkeley, California, on January 27-28, 1972, are presented in this publication. Approximately 150 bilingual psychologists and evaluators, educators working in bilingual/bicultural programs, and community representatives from California and Texas attended. Evaluations were made and the summaries are included of 8 tests used extensively in bilingual programs: the Wechsler Intelligence Scale for Children, the Comprehensive Tests of Basic Skills, the Cooperative Primary, the Lorge-Thorndike, the Inter-American Series--General Ability, the Culture-Fair Intelligence Test, the Michigan Oral Production Test, and the Peabody Picture Vocabulary Test. Also included in this publication are (1) an overview of the problem of assessment and evaluation in bilingual education, (2) a profesional critique of the Inter-American series by Dr. Barbara Havassy, (3) a brief description of a Criterion Referenced System developed by Eduardo Apodaca, and (4) an article by Dr. Edward A. DeAvila discussing some of the complexities involved in testing and assessment of bilingual/bicultural children. (NQ)

ED 065 226 95 RC 006 288
Indian Studies and Programs: Recruitment, Teaching and Counseling of American Indian College Students. Director's Evaluation Report.
Huron Coll., S. Dak. Office of Indian Programs and Studies.
Spons Agency—Office of Education (DHEW), Washington, D. C. Bureau of Higher Education.
Report No—G-71
Pub Date 24 Jun 71
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Education, Administrator Evaluation, *American Indians, *Counselors, *Educational Attitudes, Higher Education, Program Attitudes, *Workshops

"Indian Studies and Programs" was designed to provide more and better opportunities for American Indians to enter and to complete college or university education through a graduate-level training program especially designed for college and university personnel who are involved in recruiting, counseling, and teaching Indian college students. The major emphasis of the training program included a development and extension of knowledge about an attitudinal change towards American Indian students. Staff member qualifications, participant selection guidelines, and the faculty-participant ratio are discussed. The basic format of the training program involved a major lecture each day which set the stage for discussion groups. Evaluation of the program was accomplished by soliciting reactions to the program from discussion leaders and by inviting observers from the State Department of Public Instruction to provide another evaluative view. Also, the director held individual conferences with discussion leaders and participants for the purpose of modifying future programs. The impact of the short-term training program on the regular college program, both at Huron and at other institutions; the training program's major weaknesses and major strengths; and the college program development plans are all presented. (FF)

ED 065 227 95 RC 006 289
Short Term Training Program for College Personnel in American Indian Studies. Director's Evaluation Report.
Huron Coll., S. Dak. Office of Indian Programs and Studies.
Spons Agency—Office of Education (DHEW), Washington, D. C. Bureau of Higher Education.
Report No—G-76
Pub Date 9 Jun 72
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrative Personnel, American Indian Culture, *American Indians, Attitudes, Behavior, Behavioral Counseling, *Counselor Training, Guidance Personnel, *Higher Education, *Human Dignity, Professional Personnel, Training, *Workshops

In order to provide training for counselors of American Indian youth in higher education, this program presented course material related to the development of counseling skills; sought to improve understanding of human behavior and personality characteristics of American Indian youth in higher education; and provided familiarity with some of the basic principles of counseling Indian students in the interests of realizing their potential through an understanding of the emotional, educational, vocational, and social handicaps they may experience. The program was planned for those individuals who had served or planned to serve as counselors and/or teachers of Indian youth in institutions of higher education in the greater midwest area. The program was staffed by Indians and other persons with background knowledge of Indian youth. After lectures in specific areas, such as the principles and techniques related to counseling Indian students, students attended small group discussions. An evaluation of the program's impact resulted in the addition of faculty personnel to work with Indian students, to head a minority-ethnic program that included Indian students, and to develop courses reflecting American Indian Studies. Future plans include provisions for more sessions devoted to sensitivity development or attitude change on the part of the participants and instructional personnel. Letters, applications, and information concerning the counselor program for Indian youth are also included. (FF)

ED 065 228 RC 006 290
Howell, James D. And Others
Migrant Farm Workers in Northwestern Ohio.
Ohio Agricultural Research and Development Center, Wooster.
Report No—R-Bull-1049
Pub Date Aug 71
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Laborers, *Attitudes, Employee Attitudes, Employer Attitudes, Fringe Benefits, Migrant Children, Migrant Education, *Migrants, Self Concept, Spanish Americans, Statistical Analysis, *Tables (Data), *Wages
Identifiers—*Ohio (Northwestern)

Insight into both the employee and employer aspects of the Mexican American migrant farm workers was the basis for this study. The objectives were (1) to collect sociological profile data;

(2) to determine and analyze the wage earnings and fringe benefits of these migrants; (3) to secure migrant opinion about housing and employment; (4) to analyze the educational progress of migrant children; and (5) to determine growers' views about the role of migrant laborers in the community and in the grower's farming operation. The data, collected through personal interviews with 69 migrant workers and their 29 employers, indicated that migrant interviewees did not consider themselves to be in poverty and were reasonably well satisfied with the earnings, housing, fringe benefits, working conditions, and government services available to them in Ohio. Also, while migrant children have received considerably more education than their parents, more than 50% of those in school were more than 1 year behind their grade level. In interviews, growers admitted that if wage rates increase significantly above current levels, there will likely be increased mechanical harvesting and a considerable decrease in migrant employment. (HBC)

ED 065 229 RC 006 301
Laney, L. J.
Fifteenth Annual Report of Indian Education in Oklahoma Under State Contract.
Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date 62
Note—60p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Annual Reports, Attendance Records, Compensatory Education Programs, Contracts, *Educational Finance, *Educational Programs, Federal Programs, State Programs, *Tables (Data)
Identifiers—*Johnson O Malley Act, Oklahoma
Financed and operated under the provisions of a contract between the U.S. Bureau of Indian Affairs, Department of Education, and the Oklahoma State Department of Education, this document describes the Indian Education Program in Oklahoma, which is authorized by the Johnson-O'Malley Act and supervised by the State Department of Education. This 1962 annual report was prepared by the Division of Indian Education. Tables for the enrollment and attendance for 1960-61; the expenditure of contract funds in 1961-62 for administration and supervision, as well as for instruction, lunches, transportation, and other services; the estimated Indian pupil enrollment and attendance for 1963; the enrollment and average attendance by areas and tribes for 1960-61; a financial statement of Indian education funds for 1962; the state contract funds allocated in 1961-62 by counties and for special services; and the lunch and special service lunch fund reimbursement are given. Also included is an area map of Indian tribes in Oklahoma. The appendixes show the contract modification, the 1962-63 budget, the amendment to the Oklahoma plan, an enrollment and attendance table for 1961-62, a table of attendance by area and tribe for 1961-62, the rules and regulations for the Johnson-O'Malley Indian Education Program, and a high school senior questionnaire. (MJB)

ED 065 230 RC 006 302
Laney, L. J.
Sixteenth Annual Report of Indian Education in Oklahoma Under State Contract.
Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date 63
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Annual Reports, Attendance Records, Compensatory Education Programs, *Contracts, Educational Finance, *Educational Programs, Federal Programs, State Programs, *Tables (Data)
Identifiers—*Johnson O Malley Act, Oklahoma
Financed and operated under the provisions of a contract between the U.S. Bureau of Indian Affairs, Department of Education, and the Oklahoma State Department of Education, this document describes the Indian Education Program in Oklahoma, which is authorized by the Johnson-O'Malley Act and supervised by the State Department of Education. This 1963 annual report was prepared by the Division of Indian Education. Tables for the enrollment and attendance for 1961-62; the expenditure of contract funds during 1962-63 for administration and supervision, as well as for instruction, lunches, transportation, and other services; the estimated Indian pupil enrollment and attendance for 1964, the enrollment and average attendance by areas and tribes for 1961-62; a financial statement of Indian education funds for 1963; the state contract funds allocated by counties and for special services; and the lunch and special service lunch fund reimbursement for 1962-63 are given. Also, an area map of Indian tribes in Oklahoma is included. The appendixes show the negotiated contract, the 1963-64 budget, the Oklahoma plan, an enrollment and attendance table for 1962-63 by area and tribe, and a high school senior questionnaire. (MJB)

ED 065 231 RC 006 303
Meier, Matt S. Rivera, Feliciano
The Chicanos: A History of Mexican Americans. American Century Series.
Pub Date 72
Note—302p.
Available from—Hill and Wang, 19 Union Square West, New York, N.Y. 10003 ($2.45)
Document Not Available from EDRS.
Descriptors—Activism, Agriculture, *Area Studies, *Cultural Background, *History, Leadership, *Mexican Americans, Political Science, Religious Factors, Social Values, Socioeconomic Influences, *Spanish Speaking
To identify the Mexican American as a member of a unique cultural group is the purpose of this history of the Chicanos. The history of the Mexican American is divided into 5 broad time periods: the Indo-Hispanic period, during which there was a blending of the Indian and Spanish cultures; the Mexican period, a time of political activity which culminated in war with the United States; a period of cultural conflict during the last half of the 19th century; a period of resurgence in the first 4 decades of the 20th century; and a period of regeneration, from World War II to the present. The 3 major subcultures of Mexican Americans within the borders of the United States today--the californio, the tejano, and the nuevo mexicano--are described in terms of the historical past. (PS)

ED 065 232 RC 006 304
Laney, L. J.
Eighteenth Annual Report of Indian Education in Oklahoma Under State Contract.
Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date 65
Note—32p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Annual Reports, Attendance Records, Compensatory Education Programs, *Contracts, Educational Finance, *Educational Programs, Federal Programs, State Programs, *Tables (Data)
Identifiers—*Johnson O Malley Act, Oklahoma
Financed and operated under the provisions of a contract between the U.S. Bureau of Indian Affairs, Department of Education, and the Oklahoma State Department of Education, this document describes the Indian Education in Oklahoma, which is authorized by the Johnson-O'Malley Act and supervised by the State Department of Education. This 1965 annual report was prepared by the Division of Indian Education. Tables for the enrollment and attendance for 1963-64; the expenditure of contract funds in 1964-65 for administration and supervision, as well as for instruction, lunches, transportation, and other services; the estimated Indian pupil enrollment and attendance for 1966, the enrollment and average attendance by areas and tribes for 1963-64; a financial statement of Indian education funds for 1965; the state contract funds allocated by counties and for other special services; and the lunch and special service lunch fund reimbursement are given. Also included is an area map of Indian tribes in Oklahoma. The appendixes show the enrollment and attendance for 1964-65, Indian pupil enrollment and average daily attendance by areas and tribes for 1964-65, and a high school senior questionnaire. (MJB)

ED 065 233 RC 006 305
Laney, L. J.
Nineteenth Annual Report of Indian Education in Oklahoma.
Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date 66
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Annual Reports, Attendance Records, Compensatory Education Programs, *Contracts, Educational Finance, *Educational Programs, Federal Programs, State Programs, *Tables (Data)
Identifiers—*Johnson O Malley Act, Oklahoma
Financed and operated under the provisions of a contract between the U.S. Bureau of Indian Affairs, Department of Education, and the Oklahoma State Department of Education, this document describes the Indian Education Program in Oklahoma, authorized by the Johnson-O'Malley Act and supervised by the State Department of Education. This 1966 annual report was prepared by the Division of Indian Education. Tables for the enrollment and attendance for 1964-65; the expenditure of contract funds in 1965-66 for administration and supervision, as well as for instruction, lunches, transportation, and other services; the estimated Indian pupil enrollment and attendance for 1967; the enrollment and average attendance by areas and tribes for 1964-65; a financial statement of Indian education funds for 1966; the state contract funds allocated by counties and for special services; and the lunch and special service lunch fund reimbursement for 1965-66 are given. Also included is an area map of Indian tribes in Oklahoma. The appendixes show the Indian Public School Contract, the Oklahoma plan, the enrollment and attendance table for 1965-66, Indian pupil enrollment and average daily attendance by areas and tribes for 1965-66, and a high school senior questionnaire. (MJB)

ED 065 234 RC 006 306
Laney, L. J.
Twentieth Annual Report of Indian Education in Oklahoma.
Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date 67
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Annual Reports, Attendance Records, Compensatory Education Programs, Contracts, *Educational Finance, *Educational Programs, Federal Programs, State Programs, *Tables (Data)
Identifiers—*Johnson O Malley Act, Oklahoma
Financed and operated under the provisions of a contract between the U.S. Bureau of Indian Affairs, Department of Education, and the Oklahoma State Department of Education, this document describes the Indian Education Program in Oklahoma, authorized by the Johnson-O'Malley Act and supervised by the State Department of Education. This 1967 annual report was prepared by the Division of Indian Education. Tables for the enrollment and attendance for 1965-66; the expenditure of contract funds in 1966-67 for administration and supervision, as well as for instruction, lunches, transportation, and other services; the estimated Indian pupil enrollment and attendance for 1968; the enrollment and average attendance by areas and tribes for 1965-66; a financial statement of Indian Education funds for 1967; the state contract funds allocated by counties and for special services; and the lunch and special service lunch fund reimbursement for 1966-67 are given. Also included is an area map of Indian tribes in Oklahoma. The appendixes show the Indian Public School Contract; the Oklahoma plan; the enrollment and attendance table for 1966-67; the Indian pupil enrollment and average daily attendance by areas and tribes for 1966-67; a dropout report for the Anadarko area, the Muskogee area, and for the Oklahoma Johnson-O'Malley schools as a whole; and a high school senior questionnaire. (MLB)

ED 065 235 RC 006 307
Laney, L. J.
Twenty-First Annual Report of Indian Education in Oklahoma.
Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date 68
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Annual Reports, Attendance Records, *Contracts, Educational Finance, *Educational Programs, Federal Programs, Health Services, State Programs, *Tables (Data)
Identifiers—*Johnson O Malley Act, Oklahoma
Financed and operated under the provisions of a contract between the U.S. Bureau of Indian Affairs, Department of Education, and the Oklahoma State Department of Education, this document describes the Indian Education Program in Oklahoma, which is authorized by the Johnson-O'Malley Act and supervised by the State Department of Education. This 1968 annual report was prepared by the Division of Indian Education. Tables for the enrollment and attendance for 1966-67; the expenditure of contract funds in 1967-68 for administration and supervision, as well as for instruction, lunches, transportation, and other services; the estimated Indian pupil enrollment and attendance for 1969; the enrollment and average attendance by areas and tribes for 1966-67; a financial statement of Indian Education funds for 1968; the state contract funds allocated by counties and for special services; and the lunch and special service lunch fund reimbursement for 1967-68 are given. Also included is an area map of Indian tribes in Oklahoma. The appendixes show the Indian Public School Contract, the Oklahoma plan, an enrollment and attendance table for 1967-68, the Indian pupil enrollment and average daily attendance by areas and tribes for 1967-68, a dropout report, a high school senior questionnaire, a list of assistance rendered by visiting coordinators for health services, and letters from school officials regarding the visiting coordinator program. (MJB)

ED 065 236 32 RC 006 308
A Kindergarten Curriculum Guide for Indian Children: A Bilingual-Bicultural Approach.
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Report No—Curr-Bull-5
Pub Date Jun 70
Note—395p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*American Indians, Bilingual Education, *Cultural Interrelationships, *Curriculum Guides, *Early Childhood Education, Experimental Curriculum, Health Education, *Kindergarten Children, Language Enrichment, Learning, Mathematical Concepts, Natural Sciences, Parent Participation, Physical Sciences, Social Sciences
A bilingual, bicultural approach, the Kindergarten Curriculum Guide is intended for all persons involved in teaching American Indian children in either public or Bureau of Indian Affairs Schools. The objective is to establish a broad base of sound principles and philosophy of education for young Indian children with some ideas, experiences, materials, and resources for implementation, from which each school can select appropriate directions, relevant to the particular child, his family and community. The purpose of the guide is to serve as a reference to schools developing their own curriculum. The guide suggests that the teaching method to be employed should stress learning through play and through identification with the teacher rather than through instruction. The 5 areas discussed include (1) early childhood education, such as the articulation of early childhood experiences; (2) creating an environment for learning, such as the planning of use of kindergarten space, the arrangement of equipment and supplies, both indoors and outdoors; (3) curriculum experiences, such as language and concept development, the development of social science, mathematical, and natural and physical science concepts; and experience with music and art materials; (4) supporting services, such as parent involvement in the kindergarten program and bilingual, social service, and health programs; and (5) bibliographical materials, such as books, pamphlets, and films. (FF)

ED 065 237 RC 006 309
Laney, L. J.
Twenty-Third Annual Report of Indian Education in Oklahoma.
Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date 70
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Annual Reports, Attendance Records, Contracts, *Educational Finance, *Educational Programs, Federal Programs, State Programs, *Tables (Data)
Identifiers—*Johnson O Malley Act, Oklahoma
Financed and operated under the provisions of a contract between the U.S. Bureau of Indian Affairs, Department of Education, and the Oklahoma State Department of Education, this document describes the Indian Education Program in Oklahoma, which is authorized by the Johnson-O'Malley Act and supervised by the State Department of Education. This 1970 annual report was prepared by the Division of Indian Education. Tables for the enrollment, attendance, dropout, and graduation for 1968-69; the expenditure of contract funds during 1969-70 for administration and supervision, as well as for instruction, lunches, transportation, and other services; the estimated Indian pupil enrollment and attendance for 1971; a financial statement of Indian Education funds for 1970; the state contract funds allocated by counties and for special services and programs in 1970; the lunch and special service lunch fund reimbursement, and the allocation of funds for kindergarten programs in 1969-70 are given. The appendixes show the Indian Pupil School Contract, the Oklahoma plan, an enrollment and attendance table for 1969-70, the Johnson-O'Malley enrollment-age-grade-dropout-graduate table for 1969-70, the Indian Pupil enrollment and average daily attendance by areas and tribes for 1969-70, a map of tribal areas, and a high school senior questionnaire. (MJB)

ED 065 238 RC 006 310
Kuvlesky, William P. Dietrich, Katheryn Thomas
Southern Black Youths' Perceptions of Military Service: A Nonmetropolitan-Metropolitan Comparison of Attitudes, Aspirations and Expectations.
Spons Agency—Department of Agriculture, Washington, D.C.; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
Report No—TAES-H-2811
Pub Date 29 Aug 72
Note—26p.; Paper presented to Inter-University Seminar on Armed Forces and Sociology, American Sociological Association Annual Meetings, August 29, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Anglo Americans, *Aspiration, *Attitudes, Disadvantaged Youth, Economic Disadvantagement, Grade 10, Military Service, *Negroes, *Rural Youth, *Social Mobility, Socioeconomic Status, Tables (Data)
Identifiers—*Texas
Identical instruments and procedures were used to collect data on military orientations from 98 Black boys who attended predominantly Black high schools in nonmetropolitan East Texas and 111 Blacks attending an all-Black high school in Houston, Texas, during the spring, 1966. The hypotheses tested were (1) that nonmetropolitan Black boys have more positive orientations towards military service than metropolitan Blacks and (2) that lower-class metropolitan boys with high occupational aspirations have more positive orientations than other metropolitan youth. The hypotheses were evaluated using data from Black high school sophomores. The specific orientations examined are desire to enter the military, anticipation of military service, certainty of this expectation, and general attitude towards participating in the military. The findings indicated that all of the nonmetropolitan and metropolitan boys were favorably inclined towards military service, and lower-class Black yough with high aspirations were not more favorably inclined toward participation in the military than other Black youth. Relevant inferences are drawn and suggestions offered for future study. A related document is ED 040 774. (Author/HBC)

ED 065 239 RC 006 311
Parker, Everett Ryan, Kenida (Oledoska)
The Secret of No Face (an Ireokwa Epic).
Pub Date 72
Note—172p.
Available from—Native American Publishing Company, P.O. Box 2033, Santa Clara, Calif. 95051 ($3.95 plus 300 mailing and handling)
Document Not Available from EDRS.
Descriptors—*American Indians, *Cultural Factors, Epics, *Legends, *Moral Values, Oral Expression, *Philosophy
Identifiers—*Iroquois (Senecas)
An attempt to preserve stories from the oral tradition of the Seneca Indians of the Iroquois tribes is made in this volume. These stories draw on the philosophy and moral teachings of Handsome Lake, a Seneca prophet who was a spiritual leader to his people. The purpose of this English translation of Iroquois legends is to go directly to the primary source for information--the storytelling, the prophecies, and the revelation of visions and beliefs, by members of the elder generation, whose duty it has been to pass on the tribal values to the next generation. The Cornhusk Doll, featured in these legends, plays an important part in the life of the Seneca tribe. (PS)

ED 065 240 RC 006 314
Leven, Charles L. And Others
Workshop on Problems of Chronically Depressed Rural Areas (Asheville, N.C., April 1965).
North Carolina State Univ., Raleigh. Agricultural Policy Inst.; Tennessee Valley Authority, Washington, D. C.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.
Report No—API-19
Pub Date Nov 65
Note—233p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Agricultural Research Projects, Area Studies, *Depressed Areas (Geographic), *Economic Development, *Employment Opportunities, Land Use, Low Income, Policy Formation, Poverty Research, Relocation, *Rural Areas, Rural Education, Tables (Data), Technological Advancement, Turf Management, Welfare
A workshop was conducted at which 13 papers were presented on problems of chronically depressed rural areas. Attendees endeavored to assess the existing knowledge with respect to these problems, to point out major gaps in this body of knowledge, and to suggest types of research needed to cope with the problems of rural poverty. It was determined that many values and beliefs held by poverty-stricken people impede the introduction of changes which can eliminate poverty in rural areas. Additional research is needed on the returns and costs of improving the quality of education, the relationships of size and location of areas to developmental potentialities, and the arrangement of alternatives in an ordering of priorities that will be useful to public decision-makers. It was further concluded that additional research is needed on the social costs and returns of transferring people from low-income areas. (HBC)

ED 065 241 RC 006 315
1971 Post Season Rural Manpower Report.
Michigan State Dept. of Labor, Detroit. Michigan Employment Security Commission.
Pub Date 71
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administration, *Agricultural Laborers, Education, *Employment Statistics, *Field Crops, Human Relations, Industrial Technology, Manpower Development, Mechanical Equipment, Migrant Housing, *Migrant Workers, *Recruitment, Rural Areas, Tables (Data)
Identifiers—*Michigan
The Rural Manpower Service reports on the migrant seasonal labor in Michigan during 1971. Seasonal labor has been declining since it reached its peak of 97,700 in 1962. This report discusses migrant seasonal labor with regard to (1) the wages and earnings of the workers, (2)

the recruitment of workers, (3) the agricultural-labor housing, (4) the employment statistics and operations, (5) the major crops which employed a large number of workers, and (6) the mechanical and technological developments in agricultural labor, Wages and earnings for 14,461 seasonal workers (22.6% of the total seasonal workers employed in cultivation and harvest activities during the 1971 season) are compared with those since 1965. Mechanical and technological developments have affected employment of seasonal workers. Some of the developments discussed in this report are a new harvester used in apple harvesting, a new heating system used in grape cultivation, a new approach to peach pruning, a method of total tree harvest, zero tillage, research done with asparagras, sugar beets, and beans, and year-round bean export. This report includes a discussion on the administration of the Rural Manpower Service and the services it provides, such as job training, recruiting seasonal workers, and providing public and human relations. Some highlights of the 1971 season, such as further research being accomplished with tomato caging, finding suitable land for planting mustard seeds, the growth of the sugar beet industry, a new plant for growing and processing mushrooms, and the decline of the strawberry acreage, are also discussed. A related document is ED 048 968. (NQ)

ED 065 242 RC 006 316

Pennsylvania Rural Manpower Services. 1971 Annual Report.

Pennsylvania State Dept. of Labor and Industry, Harrisburg.

Pub Date 71

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Annual Reports, *Economic Change, *Employment Trends, Farm Labor, Health Services, *Manpower Development, *Migrant Welfare Services, Migrant Workers, *Rural Areas

Identifiers—*Pennsylvania

The principal responsibility of the Rural Manpower Services Section of the Pennsylvania Bureau of Employment Security is to satisfy the needs of the farmer and to procure gainful employment for the workers. This responsibility is described in this 1971 Annual Report in terms of planning, economic trends, employment trends, mechanization, and the problems of different categories of workers. The Pennsylvania Community Programs are examined and area forecasts are made for separate sections of the state. Additional information in the form of tables and maps is also included. (PS)

ED 065 243 RC 006 317

Cleland, C. L. Lin, Y. N.

Haywood County [Tennesses] Population in the Decade of the 60's.

Tennessee Univ., Knoxville. Dept. of Agricultural Economics and Rural Sociology.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—AER-A-38

Pub Date Feb 72

Note—29p.

Available from—Single copies available from Department of Agricultural Economics and Rural Sociology, University of Tennessee, Knoxville 37901

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Census Figures, *Demography, Economic Factors, Family Structure, *Housing Patterns, *Migration Patterns, *Population Trends, *Rural Areas, Tables (Data), Urbanization

Identifiers—*Haywood County, Tennessee

Information from the Censuses of Population and Housing in Tennessee is presented in this report. A section which is individualized for Haywood County, Tennessee, describes population and housing changes in that county in terms of dependency ratio, household size, household structure, and living space, along with interpretation and tables. Another section presents tables and interpretation of the state, regional, and national material. Also included in the report are a list of data sources and a glossary of terms used in the commentary. (PS)

ED 065 244 RC 006 318

Cleland, C. L. Lin, Y. N.

Hawkins County [Tennessee] Population in the Decade of the 60's.

Tennessee Univ., Knoxville. Dept. of Agricultural Economics and Rural Sociology.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—AER-A-37

Pub Date Feb 72

Note—30p.

Available from—Single copies available from Department of Agricultural Economics and Rural Sociology, University of Tennessee, Knoxville 37901

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Census Figures, *Demography, Economic Factors, Family Structure, *Housing Patterns, *Migration Patterns, *Population Trends, *Rural Areas, Tables (Data), Urbanization

Identifiers—*Hawkins County, Tennessee

Information from the Censuses of Population and Housing in Tennessee is presented in this report. A section which is individualized for Hawkins County, Tennessee, describes population and housing changes in that county in terms of dependency ratio, household size, household structure, and living space, along with interpretation and tables. Another section presents tables and interpretation of the state, regional, and national material. Also included in the report are a list of data sources and a glossary of terms used in the commentary. (PS)

ED 065 245 RC 006 319

Baird, Cynthia, Comp.

La Raza in Films: A List of Films and Filmstrips.

Pub Date [72]

Note—77p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Audiovisual Aids, *Bibliographies, *Films, *Filmstrips, Instructional Films, Latin American Culture, Sound Films, *Spanish Speaking

A listing of over 200 films and filmstrips concerning the Spanish-speaking people in the United States is given in this publication. This list includes films and filmstrips on the pre-Columbian civilizations of the American continents, the Spanish conquest and domination, modern Latin America (excluding Brazil), Spanish-speaking minorities in the United States, and the relatively new Third World concept of Latin America. The films are described as being of varying quality and varying availability. This list gives such information as annotations in case of un-previewed films, data necessary for film purchase by institutions or private groups, and rental prices when the purchase price is not available. Also included is a directory of 77 film producers and distributors. (NQ)

ED 065 246 RC 006 320

Migrant Health Program: New Jersey State Department of Health, 1971 Annual Report.

New Jersey State Dept. of Health, Trenton.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 71

Note—74p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annual Reports, County Programs, Dental Evaluation, Disease Control, Health Education, *Migrants, Nutrition, *Public Health, Sanitation, Social Services, *State Federal Support, Tables (Data), Vision, Volunteers, *Welfare Problems

Identifiers—*New Jersey

Project objectives and descriptions of 6 county migrant health projects are summarized and evaluated. The project services provided the migrant worker and his family included hospital, dental health, eye examination, nutrition, school health, maternal and child health, sanitation, and social services. Clinical and outreach activities in the project area were improved by fuller staffing of and an increase in the number of migrant clinics. As a result, evening dental clinic services were established in conjunction with each migrant clinic, interpreter service and transportation were increased to reach the maximum number of workers, and emergency medical care in the hospitals showed a remarkable decline. Environmental facilities for migrants are being steadily upgraded by legislative improvements, by interdepartmental planning, and by local health agency cooperation. Data by county and by service provided are shown in the tables. A related document is ED 058 995. (HBC)

ED 065 247 RC 006 321

Kuvlesky, William P. And Others

Orientations Toward Racial Prejudice Among Metropolitan and Nonmetropolitan Blacks.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—TAES-H-2906

Pub Date Aug 72

Note—63p.; Paper presented at the annual meetings of the Rural Sociological Society, Baton Rouge, Lousiana, August 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Arousal Patterns, *Negroes, Neighborhood Integration, Perception, Race Relations, *Racial Attitudes, *Research, *Rural Urban Differences, School Integration, *Tables (Data)

Extending the analysis begun in a paper by Kuvlesky and Cannon (1971, ED 053 828) on the association of place of residence types in the South with attitudes of Blacks toward race relations in their communities, this paper reports additional findings resulting from data collected in June and July, 1971, from almost 300 homemakers within a preselected set of neighborhoods in central Houston. The study's objectives were to determine to what extent the metropolitan Black women differed from the two types of nonmetropolitan Black women in reference to the perception of racial prejudice directed towards Blacks by local Whites, the desire for racial integration, and the perception of the possibility for racial integration in the local area. A second objective was to determine whether or not the interrelations of these variables differed by place of residence type. It was concluded that place of residence does influence racial orientations of Blacks in the South, that a great deal of intragroup variation existed in degree of prejudice perceived regardless of residence type, and that town residents perceived a higher degree of racial prejudice directed toward them by local Whites than did the other two resident groups. The recommendations for further research included the factors underlying the dramatic variability in degree of prejudice preceived, the desirability of integration, and the perceived possibility of its occurrence. (HBC)

ED 065 248 RC 006 322

Rivera, George, Jr.

Theoretical Perspectives on Integration in Chicano Communities.

Pub Date 25 Aug 72

Note—14p.; Paper presented at the Annual Meeting of the Rural Sociological Society in Baton Rouge, Louisiana, August 25, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Acculturation, Civil Rights, *Cultural Awareness, Culturally Disadvantaged, Ethnic Groups, *Mexican Americans, Minority Groups, *Nationalism, *Racial Integration

The paper first proposes a general model for the study of acculturation in the Chicano community and then presents developing trends which are viewed as important to understanding la raza. In generating a theory of acculturation a (+) or (-) value was assigned to each link (for example, lower, middle, or upper class family background) of the model. From the model, 5 possible types of acculturating individuals can be conceptualized--the acculturated individual with no disadvantaged background, from the middle or upper class; the principal structural acculturator, who overcame a disadvantaged background mostly through education or through high motivation and hard work; the intervening acculturator, who is a member of the subordinate community and who has been acculturated through intervening media sources and is aware of a better tomorrow; the deviant acculturator, who is acculturated but shows no signs of positive influences; and the unacculturated individual, who is unacquainted with the superordinate culture--a person who is either a recent immigrant or who has led an isolated rural experience. Trends in understanding la raza include a cultural explanation of what many Anglos believe of Chicanos, a criticism of the focus upon acculturation which attacks the "melting pot" theory because many groups cannot assimilate, and Chicano nationalism--a developing trend in which there is a conscious attempt to restore the self image of Chicanos in the Southwest. While degrees of acculturation have occurred, assimila-

tion has been a rare thing. If there is truly to be a defense of integration, there must first be a change in the inequities of the system. (FF)

ED 065 249 RC 006 323
Cosby, Arthur G. And Others
The Dynamics of Occupational Expectations: A Partial Test of Ginzberg's Theory.
Texas A and M Univ., College Station. Texas Agricultural Experiment Station.
Spons Agency—Department of Agriculture, Washington, D.C.
Report No—TAES-S-81
Pub Date 72
Note—26p.; Paper presented at Rural Sociological Society Meetings, Baton Rouge, Louisiana, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Area Studies, *Career Choice, Expectation, *Occupational Aspiration, Perception Tests, Probability Theory, *Rural Youth, Self Concept, Socioeconomic Status, Statistical Analysis, *Tables (Data)
Identifiers—*Ginzberg (Eli)
The objective of this research was to explore changes in occupational expectations of a sample of Texas youth within the framework of Ginzberg's formulation of "increasing realism of choice." Using standard multiple regression procedures, changes over time in level of occupational expectations were analyzed with respect to 4 sets of variables thought to reflect differential access to higher levels of occupational attainment. Variables included in the analysis were (1) race, family socio-economic index, (2) perception of occupational goal blockage, 3 measures of self-image, (3) changes in the perception of occupational goal blockage, and (4) changes in related status projections. Data were collected from a panel of 196 male, East Texas sophomores and, again, from the same individuals 2 years later when most were in their senior year of high school. An analysis of 4 multiple regression equations did not support Ginzberg's model of realistic development of occupational choice. An alternate mode of explanation is offered which includes 2 possibilities for further research. First, an argument for the adaptation or reformulation of present development models can be made. One hypothesis is that the period to begin realistic choice may occur in college, in vocational school, or even after entering the labor force. Second, occupational choice can be viewed from a dualistic perspective in which the occupational choices made by individuals operate in 2 widely differing ways depending largely upon the individual's occupational chances. (Author/HBC)

ED 065 250 RC 006 324
Gridley, Marion E., Comp.
America's Indian Statues.
Pub Date 66
Note—104p.
Available from—The Amerindian, American Indian Review, 1263 West Pratt Blvd., Chicago, Ill. 60626 ($2.50)
Document Not Available from EDRS.
Descriptors—*American Indians, Anthropology, Art Products, *Cultural Background, Cultural Exchange, Ethnic Groups, *Ethnology, History, Leadership, *Photographs, Public Education, *Sculpture
A comprehensive compilation of facts and photographs of statues honoring or memorializing the American Indians is presented in this paperback. The vignettes accompanying the photographs are the result of extensive research. Examples of the American Indian statues include "The Signal of Peace," "The Protest," " The Medicine Man," "Appeal to the Great Spirit," "Sequoyah," "Manuelito," "Red Jacket," and many more. The geographical location of the American Indian statues is listed in the index. (FF)

ED 065 251 24 RC 006 325
Dobbs, Edith L., Comp.
A Handbook for Migrant Education Programs in Kansas.
Fort Hays Kansas State Coll., Hays.; Kansas State Dept. of Education, Topeka.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date 71
Note—117p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Administrative Organization, Bibliographies, Compensatory Education Programs, Courses, *Curriculum, Field Trips, *Guides, Health Education, Individualized Instruction, *Migrant Child Education, *Migrant Youth, Parent Participation, Spanish Speaking
Identifiers—*Kansas
The product of a workshop conducted on the Fort Hays Kansas State College campus in 1971, this handbook was developed and published as a source of information for teachers of migrant children in the State of Kansas and for other persons interested in the education of each migrant child. The handbook encourages continuous progress and a nongraded organization and emphasizes individual instruction. Chapter 1 provides a comprehensive history of migrant education in Kansas and nationally, including the geographical location of migrant programs in Kansas in 1970. Discussed in the second chapter is the administration and organization of migrant education, including public relations (parental involvement), primary education, intermediate grades, program directors, contact personnel, teachers, teacher aides, teacher specialists, librarians, school nurses, school food personnel, school custodians, school bus drivers, and school secretaries. Facets of the curriculum discussed in chapter 3 are art, field trips and realia, health and safety, language arts, mathematics, music, physical education, science, and social studies. In chapter 4, the conclusion, a letter to the State Consultant on Migrant Education describes the children's reactions to the library program at Sharon Springs, Kansas. Books for teachers' use, books for children's use, periodicals, posters and kits, and films and filmstrips are included in the bibliography. (HBC)

ED 065 252 32 RC 006 326
Ahlstrom, Clyde J., Comp.
State Programs for Migrant Children. Kansas Annual Evaluation Report, 1971.
Kansas State Dept. of Education, Topeka.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
Pub Date 71
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annual Reports, Community Involvement, *Data Collection, *Instructional Staff, Measurement Instruments, Mexican Americans, *Migrant Children, *Program Content, Talent Utilization, Teacher Improvement
Ten individual reports from the 1971 summer migrant educational programs in Kansas are summarized and evaluated. The goals of these programs were to (1) help children develop oral language and expression; (2) provide arts and crafts for personal expression; (3) provide swimming and other types of recreation for physical development and coordination, along with helping the children play and share with others; and (4) provide health classes as a means of teaching personal hygiene and cleanliness. Shown are the geographical location of migrant programs and tables indicating the number of participants by grade level and school term, the number of participating children according to age, and the approximate length of time students participated. The program data for the regular school term and summer school programs, the program length, the number of children served, the children's origins, and the home base of the migratory children attending the various centers in Kansas are included. Some subjective estimates of the value of the program indicated that the children were attentive and listened with increased interest; improved their language skills, vocabulary, comprehension and speech; and developed a respect for their heritage. It is suggested that if Kansas summer migrant schools are continued, a migrant school course of study should be provided, preservice training should be increased, and a team of Mexican American supervisor-consultants should be obtained to provide direct in-service training. (HBC)

ED 065 253 RC 006 327
Current North American Indian Periodicals. Revised Edition.
Smithsonian Institution, Washington, D.C. Information Systems Div.
Pub Date 72
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Indians, *Bibliographies, *Newsletters, *Newspapers, *Periodicals
Approximately 218 newsletters, newspapers, and other periodicals are cited in this revised bibliography of current sources of information by, for, or about American Indians. One sentence descriptions of content, ordering information, and frequency of publication are provided. In the majority of the periodicals cited, current events of interest to American Indians or American Indian literature by native contributors is emphasized. A related document is ED 059 820. (FF)

ED 065 254 RC 006 328
Magee, Bettie And Others
A Description of Simulation Technique to Develop Teacher and Counselor Empathy with the Spanish Speaking Student.
Pub Date 72
Note—4p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anglo Americans, *Classroom Techniques, College Students, Counselor Training, Cultural Awareness, Cultural Differences, *Mexican Americans, *Simulation, *Spanish Speaking, Teacher Education
Identifiers—*Michigan
The purpose of the simulation technique described in this report is to develop teacher and counselor empathy with the Spanish-speaking student. The technique, developed to be used with English-speaking college students, includes the use of a class conducted in Spanish, a simple form written in Spanish to be completed by the students, punishment for the use of English in the classroom, and class discussion in English after the simulation. Findings include the fact that many students are not aware of the problem faced by Spanish-speaking children, that few students realize the number of Chicano students in Michigan, and that few students are acquainted with the migrant education program in Michigan. (PS)

ED 065 255 RC 006 329
Feeney, Joan V., Comp.
Chicano Special Reading Selections.
Pub Date 72
Note—72p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, *Bilingual Students, *Cultural Awareness, Cultural Differences, High School Students, Intermediate Grades, *Mexican Americans, Preschool Learning, Primary Grades, *Reading Materials
The purpose of this selective bibliography of approximately 350 works is to draw the various materials on Mexican American culture together for use by students at different age levels. The materials are separated into lists for preschool and primary, intermediate, and advanced students. The reading selections provide information in the following areas: Mexican arts, crafts, cooking, dances, and customs; Spanish adventure and exploration stories; travel in Mexico; life in early California; Mexican folklore and poetry; daily life in Chicano households; stories of the braceros and migrant workers' families; and information about prominent historical and contemporary leaders. The information for each book is reported to be accurate through June 1, 1972. (PS)

ED 065 256 24 RC 006 330
Link, Albert D., Comp.
Rural Education and Small Schools. A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 2.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date Jun 72
Note—379p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, Stock Number 1780-1062 ($2.75)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Abstracts, *Bibliographies, *Citation Indexes, Educational Needs, Publications, Rural Areas, *Rural Education, Rural Urban Differences, *Small Schools, Subject Index Terms
Documents relating to rural education and small schools are cited in this bibliography. A supplement to 2 previous ERIC/CRESS publications: "Rural Education and Small Schools, A

Selected Bibliography" (ED 033 257) and "Rural Education and Small Schools, A Selected Bibliography--Supplement No. 1" (ED 055 695), the present bibliography contains 267 citations and abstracts which have appeared in "Research in Education" from April 1971 through March 1972. Also included are 156 citations which have appeared in "Current Index to Journals in Education" from January 1971 through March 1972. Major emphasis is placed on rural education, rural development, and rural-urban differences. Subject indexes and ordering information are appended. (NQ)

ED 065 257 RC 006 335
Kozakiewicz, Mikolaj
Accessibility to Rural Youth of Different Levels of Schooling. Findings of Research.
Pub Date Aug 72
Note—15p.; Paper prepared for Third World Congress of Rural Sociology, Baton Rouge, Louisiana, August 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Cultural Factors, Dropouts, *Economic Factors, Elementary Schools, Grade Repetition, Motivation, Rural Development, *Rural Youth, *Secondary Schools, *Social Mobility, Urbanization
Identifiers—*Poland
The function of schooling on different levels in the direction of the processes of social mobility which influence the development of rural areas in Poland were studied during 1967-71. Data was collected by means of a network of 35 permanent teacher correspondents, as well as 2 field stations which were operated for 3 years in 2 investigated villages. The areas for which information was provided included attendance of rural youth in various types of schools; dropouts in the rural areas; the level of pupil's knowledge and ability; and schooling retardation and its effects on unequal educational opportunity. Selected conclusions only were presented in this report since reports of the research as a whole are to be published in book form. Trends indicated by the research include the need to (1) strengthen rural schools by eliminating their present dispersion and by opening new, more centralized networks based on bussing, (2) strengthen the rural teaching personnel by raising qualifications and specialization, (3) introduce gradually universal secondary education in city and country, (4) improve the system of student selection, and (5) modernize teaching methods. (PS)

ED 065 258 RC 006 336
Stutz, Rowan C. And Others
Education and Rural Development.
Northwest Regional Educational Lab., Portland, Oreg.
Pub Date 22 Aug 72
Note—14p.; Paper presented to the Third World Congress of Rural Sociology, Baton Rouge, Louisiana, August 22, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Attitudes, Cultural Factors, Curriculum Design, *Demography, *Educational Change, Political Power, *Rural Development, School Role, Social Change, *Sociocultural Patterns, Urbanization
A conception of schooling and its associated conception of educational policy, designed to join rural schools with their communities in a powerful force for rural development, are described in this paper. Information is presented in the form of answers to pertinent questions and covers the following areas: the revitalization of rural communities; the skills and competencies necessary to provide local people with the ability to utilize, coordinate, and direct the resources necessary to revitalize rural areas; the rural school as a revitalization force; and the changes in schools. The Rural Education Program's basic rationale and component activities are described in terms of environmental improvement for rural children, youths, and adults; community involvement; employment of trained consultants in rural schools; new curriculum development strategy; and educational policy reformation at the state and national levels. (PS)

ED 065 259 88 RC 006 339
Burtnett, Nancy, Ed.
Learning in the Out-of-Doors: Motivation, Discovery, Inquiry, Exploration, Investigation.
Pennsylvania State Univ., University Park. Outdoor Education Resources Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
Pub Date [72]
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Communication (Thought Transfer), *Curriculum Enrichment, *Elementary Grades, *Instructional Materials, Language Arts, *Learning Activities, Maps, *Outdoor Education, Poetry, Science Education, Soil Science
Methods for use by teachers of elementary-school-age children in utilizing outdoor experiences in the study of various subjects are presented in this guide. Learning activities are described in 3 units: (1) language arts, in which students are stimulated to communicate ideas they have about the natural environment and to understand their relationship to it; (2) maps and compasses, in which children learn the skills necessary to finding their way; and (3) soils, in which children learn how necessary is soil to survival. These activities are divided into lead-up activities, outdoor activities, and follow-up activities. Additional information for use by the teacher is also included in this document funded by the Title III Elementary and Secondary Education Act. (PS)

ED 065 260 RC 006 341
Railton, Esther
Education's Outer Space.
Pub Date [71]
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Camping, *Conservation Education, Ecology, *Environmental Education, *Outdoor Education, Program Costs, *Program Descriptions, *Resident Camp Programs, Special Education, Staff Utilization
Information collected from 81 camps, schools, and colleges concerning outdoor environmental facilities and program changes taking place in outdoor education is presented in this paper. Included in this information are descriptions of sites, duration of programs, suggested seasons, cost and financing, camp organization, program activities, age levels, special programs, staffing procedures, and college leadership in environmental education. Conclusions drawn from the study are that the trend to study outdoors is increasing, that there is a tendency to relate outdoor learning to indoor learning and to include all areas of the curriculum, and that colleges recognize the need for relating theory to practice and the necessity of crossing departmental lines to study environmental problems. (PS)

ED 065 261 RC 006 343
Gross, Phyllis Railton, Esther P.
Teaching Science in an Outdoor Environment.
Pub Date 72
Note—188p.
Available from—University of California Press, 2223 Fulton St., Berkeley, Calif. 94720 ($2.95; paperback)
Document Not Available from EDRS.
Descriptors—Animal Science, Ecology, Environmental Education, Experiments, *Instructional Materials, *Learning Activities, *Outdoor Education, Parks, *Science Education, Scientific Methodology, *Teaching Techniques
Identifiers—*California Natural History Guides
The purpose of this handbook is to provide suggestions for teaching science outdoors through the use of the California Natural History Guides. Specific references to the Guides are made throughout the handbook. Learning activities related to outdoor science education are grouped under the following topics: objectives, suggested activities, equipment, conceptual system, process/content, references to Guides, correlations with other curriculum areas, and related classroom learning activities. A glossary, selected references, a list of agencies and organizations to help with outdoor environmental education, a sample health form for an outdoor school, aids for developing objectives, a description of conceptual systems, and a 10-item bibliography are also included. (PS)

ED 065 262 24 RC 006 345
Jensen, Gerald M.
Investigation of Occupational Training Needs of Migrant Workers which May Point Toward Employment in other than Migrant Employment. Final Report.
Imperial County Schools, El Centro, Calif.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date 28 Apr 72
Note—78p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bilingual Education, Data Collection, *Economic Status, English (Second Language), Mexican Americans, Migrant Education, *Migrant Employment, *Reports, Spanish Speaking, *Tables (Data), *Vocational Interests, Vocational Retraining
Identifiers—California, *Imperial County
A sample consisting of 296 migrant workers based in Imperial County, California, provided the data, presented in tabular form, in this final report. The investigation was accomplished under the supervision of the Imperial County Superintendent of Schools. Information was gathered by means of a questionnaire administered by bilingual interviews. The general goal of the study was to gather information that would enhance understanding of the educational problems and needs of migrant families and to give direction to efforts to meet these needs and help solve the problems. The results indicated that (1) 30% of the males were unemployed; (2) 93% wanted to work outside of agriculture; (3) 93% wanted vocatinal aptitude testing; (4) 61% wanted to take vocational courses; (5) great interest was shown in the skilled trades, clerical, and health occupations; (6) 46% had completed 7 or fewer years of schooling; (7) 55% were deficient in the use of English; (8) the greatest obstacle to taking courses was lack of knowledge about what was available and not knowing where to find out; and (9) most could take courses October through April. The study revealed a need for expansion and improvement in vocational education and especially guidance, adult basic education at both elementary and secondary levels, including English as a second language, and emphatic need for better communication between the schools and these people, especially about educational offerings and better articulation and cooperation among the schools and other agencies. (Author/HBC)

ED 065 263 RC 006 354
Linn, George Byron
A Study of Several Linguistic Functi ns of Mexican-American Children in a Two-Language Environment.
Pub Date Jun 65
Note—131p.; Reprint by R and E Research Associates, San Francisco, Calif., 1971
Available from—R and E Research Associates, 4843 Mission St., San Francisco, Calif., 94112 ($7.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Academic Achievement, Articulation (Speech), *Bilingual Students, *Cultural Background, Cultural Pluralism, *English, English (Second Language), Junior High School Students, *Language Development, Literature Reviews, *Mexican Americans, Reading, Spanish Speaking, Tables (Data)
In this thesis, the effect of a Spanish and English language-cultural environment on linguistic functioning was studied. The study was conducted in 3 adjacent coastal communities in southern California. It used 3 groups of children (30 in each group) who differed in certain identifiable aspeces of language-cultural background but who were alike in nonlanguage intelligence, chronological age, grade (7th & 8th), sex, and socioeconomic status. The 3 groups consisted of (1) Mexican American children speaking both English and Spanish upon entering kindergarten (E-S), (2) Anglo American children speaking only English upon entering kindergarten (A-E), and (3) Mexican American children who had never spoken any language but English but whose parents communicate in English and Spanish (M-E). All were compared in all areas except articulation by an analysis of covariance with nonlanguage IQ as the covariate. Differences in number of articulatory errors, among groups, were tested by means of the chi-square, the Wilcoxon Matched Pairs Signed Ranks Test, and the Duncan test, which was also used to determine which group differed from others. There were significant differences among the groups in silent reading comprehension, mechanics of English, general language development, oral reading accuracy and comprehension,

articulation, and inflection. Analysis indicated that in each of these areas there were no significant differences between the A-E and M-E groups, but that both of these groups excelled the E-S group. There were no significant differences among groups in silent reading vocabulary, total silent reading, spelling, or phonemic discrimination. Included are 81 tables of data. (NQ)

ED 065 264 RC 006 355
Edington, Everett D.
Serving Rural Youth: A Regional Approach.
Pub Date 24 Aug 72
Note—12p.; Paper prepared for the Third World Congress of Rural Sociology, Baton Rouge, Louisiana, August 22-24, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Conference Reports, Dropouts, *Educational Environment, Educational Programs, Financial Support, *Regional Programs, Rezoning, Rural Urban Differences, *Rural Youth, *School Districts, Small Schools, *Student Needs

The regional approach as an alternative for meeting the needs of rural youth is discussed in comparison to the small school district which cannot possibly serve the broad spectrum of student needs in rural areas. The rural educational setting and its shortcomings are described as the lack of facilities, a lack of an obvious connection between education and the ability to earn a livelihood, the inability on the part of pupils or parents to see a relationship between the school curriculum and their community life, and the students' inadequate knowledge of job requirements for particular professions, which hinders them in preparing for a certain vocation. Both the regional approach and the "shared-service concept" are discussed. The advantages of these approaches are that (1) an intermediate unit allows cooperation between small districts, (2) the combination of rural schools' operations results in a more efficient and economical operation, (3) the incompetents can be weeded out of the profession through closer supervision and better evaluations, (4) the composite knowledge and cooperative utilization of resource personnel can be increased area wide, (5) through textbook exchange programs, the one book/one student concept can be abandoned, (6) by consolidation of duplicatory functions and data-processing equipment, the number of personnel required in a supportive role can actually be reduced. Several project reports (i.e., the Appalachian Regional Commission Annual Report of 1968, the 8-state Rocky mountain area project, the National Outlook Conference on Rural Youth, and the Northwest Regional Educational Laboratory report of 1969) are cited. (NQ)

SE

ED 065 265 SE 009 381
Milgram, Gail Gleason
Teenage Drinking Behavior and Alcohol Education in High School Perceived by Selected Reference Groups.
Pub Date 69
Note—220p.; Ph.D. Dissertation, Rutgers State University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-3363 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—Abstracts, *Alcohol Education, Alcoholism, Behavior, *Course Objectives, Health Education, *Opinions, *Research, *Secondary Education, Teenagers

The purpose of this study was to identify the objectives for a high school course in alcohol education as perceived by school administrators, department chairmen, teachers, parents, and students in one community. Data were collected by interviews and questionnaires; these provided information on opinions. Conclusions, summarized from responses of the reference groups, showed that: (1) adult respondents exhibited a moderately authoritarian opinion toward youth; (2) reference groups generally accepted temperate teenage use of alcohol; (3) administrator and teacher opinions regarding teenage drinking and goals of alcohol education were related to department affiliation, age, and marital status while parent opinions were related to marital status, educational level, social class, drinking habits, and the child's drinking habits; (4) methods of alcohol control accepted by the reference groups were strict formal control, role modeling, religious education, and alcohol education; and (5) selected goals of alcohol education, in order to favorableness, were physiology (alcohol effects), information regarding alcoholism, mental health education, sociology of drinking patterns, fostering attitudes toward temperate drinking, and education for abstinence. (BL)

ED 065 266 SE 009 966
Ericson, Richard F.
Organizational Cybernetics and Human Values.
George Washington Univ., Washington, D.C.
Report No—Monogr-4
Pub Date Sep 69
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cybernetics, Humanism, Interaction, Man Machine Systems, *Organization, *Self Actualization, Social Sciences, Technology, *Values

Prepared for the International Congress of Cybernetics, Imperial College, University of London, September 4, 1969, this paper is concerned with man in organizations. The major hypothesis explored is that managers of large enterprises--public or private, in any context--have an increasingly urgent socio-humanistic responsibility to create self-actualizing organizations which will assure to the maximum extent possible the transcendence of human over technological values. The major thesis is that general systems insights, information theory and the associated cybernetic science, and computer technology can be made to provide the basis of this requirement of contemporary managers. (BL)

ED 065 267 SE 010 494
The Eighth Annual Air Pollution Medical Research Conference, Los Angeles, March 2-4, 1966.
American Medical Association, Chicago, Ill.
Pub Date Jan 67
Note—248p.
Available from—Walter J. Johnson, Inc., 111 Fifth Avenue, New York, New York 10003
Journal Cit—Archives of Environmental Health; v14 n1 Jan 67
Document Not Available from EDRS.
Descriptors—Air Pollution Control, Biological Influences, *Ecological Factors, Environmental Influences, Health, *Medical Research, *Pollution, *Relationship, Speeches

Papers read before the Eighth Annual American Medical Association Air Pollution Medical Research Conference, Los Angeles, California, March 2-4, 1966, are presented in this document. Topics deal with basic approaches to the study of the effects of inhaled irritants on the lung; environmental parameters in relation to host responses; biological determinants of lung responses to air pollutants; attempts to identify the effect of social, environmental, and biologic factors, and the extent of their interaction by clinical, epidemiologic and laboratory means; biostatistical considerations necessary to gauge the health effects of air pollution; and clinical implications of basic research in this field. Graphs, charts, and/or tables illustrate most of the 30 papers and many include the discussion following the presentation. (BL)

ED 065 268 SE 011 064
Effects of Drugs on Body Systems [1970 Edition].
Dade County Public Schools, Miami, Fla.
Pub Date Dec 70
Note—59p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biological Influences, Biology, Drug Abuse, *Drug Education, Human Body, Instructional Materials, *Secondary Education, *Supplementary Reading Materials

Designed for use in biology classes at the senior high school level, this informational booklet can serve as a resource in an interdisciplinary drug abuse education program. Its purpose is to assist the teacher who wishes to supplement the regular program with instruction in the effects of drugs on body systems by providing materials to be used at the discretion of the teacher as it fits into his planned program. Topics include: (1) a general description of frequently abused drugs, (2) effects of drugs on cells, (3) skeletal muscle and drug use, (4) circulatory aspects of drug use, (5) metabolic aspects of drug use, (6) excretory aspects of drug use, (7) the nervous system and drugs, (8) effects of drugs on homeostatic mechanisms, (9) the endocrine system and drugs, (10) gastrointestinal aspects of drug use, and (11) genetic aspects of drug use. A bibliography is appended. (BL)

ED 065 269 SE 011 134
Deason, Hilary J.
The AAAS Science Book List, Third Edition.
American Association for the Advancement of Science, Washington, D.C.
Report No—AAAS-Misc-Pub-70-8
Pub Date 70
Note—439p.
Available from—AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005
Document Not Available from EDRS.
Descriptors—Adult Education, *Annotated Bibliographies, College Libraries, *Library Materials, *Library Planning, Resource Materials, School Libraries, *Sciences, Textbooks, *Textbook Selection

The 2,441 titles in this guide for library acquisition of science and mathematics textbooks are arranged according to Dewey classification numbers. The titles selected are intended for secondary school students, college undergraduates, and non-specialist adult readers. The titles included are those that were listed in the second edition of the guide that are still in print, and which are still considered relevant, together with selections from the "highly recommended" and "recommended" books from the April 1965-May 1970 issues of "Science Books: A Quarterly Review." Each entry includes full bibliographic citations, including the availability of paperbound editions, prices, an indication of the educational level for which it is appropriate (junior high school, senior high school, or college), and a short descriptive and evaluative annotation. Author and subject/title indices and a publishers directory are appended. (AL)

ED 065 270 SE 012 172
Durst, Wesley Nolan
The Ninth Grade Physical Science Programs An Appraisal of Achievement, Understanding, and Vocational Interest Developed Through Three Different Physical Science Curriculums in Lincoln Schools.
Pub Date 70
Note—160p.; Ph.D. Dissertation, University of Nebraska
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-17,719 M-$4.00 X-$7.40)
Document Not Available from EDRS.
Descriptors—*Achievement Gains, *Course Evaluation, Curriculum Evaluation, *Doctoral Theses, *Physical Sciences, Scientific Principles, *Secondary School Science, Student Evaluation, Vocational Interests

This study appraises some aspects of student development that have resulted from instruction in three different physical science courses: Traditional Physical Science, Interaction of Matter and Energy, and Introductory Physical Science. The students were analyzed for differences in understanding of science, achievement in science, or vocational interest in science as related to these three factors: the physical science course, the reading level of students, and the level of intelligence of students. The sample consisted of 323 students, from eight junior high schools, stratified on the basis of the physical science courses. Intelligence scores, reading level and vocational preference were obtained from student records. The analysis of covariance and analysis of variance provided varying results, with the students in the Interaction of Matter and Energy course showing more significant gain on the Iowa Test of Educational Development (#6), Test on Understanding Science, and the Kuder Preference Record-Vocational. Students in the Traditional Physical Science program scored significantly higher on the Science Research Associates Achievement Series (Science). (Author/PR)

ED 065 271 SE 012 176
Nous, Albert Paul
The Effects of a Piaget Based Program Designed to Induce in Elementary and Jr. High School Students Basic Correlational Analysis Using Biological Phenomena.
Pub Date 70

Note—208p.; Ph.D. Dissertation, State University of New York at Buffalo
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-20,038, M-$4.00 X-$9.45)
Document Not Available from EDRS.
Descriptors—Abstract Reasoning, *Cognitive Processes, *Correlation, *Critical Thinking, Doctoral Theses, *Elementary School Science, *Learning Processes, Secondary School Science, Student Evaluation, Thought Processes

This study examines the various abilities subsumed under the process of correlational thinking. Each major ability is translated into behavioral activities and procedures in six booklets. Each booklet corresponds to a specific major ability and is placed, with respect to the other booklets, in a highly structured sequence. The specific abilities are Logical Class Formation, Logical Class Manipulation, Logical Class Negation, and Correlation Formation. At the end of this structured sequence the individual will be able to perform correlational analysis by making a statement of relationship when presented with event frequencies of variable combinations in random order or in two by two matrix. A three factor fixed effects, sex(2) X grade level(3) X IQ level(3), multivariate analysis of covariance model was applied using a total N = 365 students from the fifth, seventh and ninth grades. Covariates were age, probability pretest scores, and six pretest sequence scores. The dependent variables consisted of total scores on each programmed booklet and six posttest sequence scores. An F test value indicated that the program had significant effect, and beyond the first covariate, age, all other covariates proved to be significant. (Author/PR)

ED 065 272 SE 012 582
Van Sickle, Dirck
The Ecological Citizen: Good Earthkeeping in America.
Pub Date 71
Note—295p.
Available from—Harper & Row, 49 East 33 Street, New York, New York 10016 ($1.25)
Document Not Available from EDRS.
Descriptors—*Activities, *Citizen Participation, *Consumer Education, *Ecology, Economics, Environmental Influences, Individualized Programs, *Preservation, Technology

What one can do, as an individual and in local action groups, to preserve and improve our environment is described. Postulated is the hypothesis that our environment is being revaged to maintain a high standard of consumption, not a high standard of living. If we are to survive, change is crucial. Unless we stop being "Gross National Product-minded" and become planet-minded, there seems no way at all of surviving our planned future. The first third of the book describes resource consumption and how long certain resources will last. The latter part provides answers to the question "What can I do now?" on individual and group levels. Most of the suggestions describe altering individual lifestyles to lower our personal tax on the environment. Thus, the building and defending of ecological systems are, of necessity, advocated. (BL)

ED 065 273 SE 012 650
The Environmental Decade, Action Proposals for the 1970's. Hearings Before a Subcommittee of the Committee on Government Operations (H.R., 91st Congress).
Congress of the United States, Washington, D. C. House Committee on Government Operations.
Pub Date 70
Note—362p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Ecology, *Environmental Influences, *Federal Legislation, *Policy, *Pollution
Identifiers—*Congressional Hearings

The evidence presented during the hearings and the statements submitted by interested parties to the Subcommittee on Conservation and Natural Resources are contained in this report. The committee was inquiring into action programs that "must be developed to restore the quality of our environment during the decade of the 1970's." Evidence was presented by conservation organizations, ecologists, student organizations, industry representatives, concerned citizens, professional academic societies, and by representatives of government departments. Copies of the National Environmental Policy Act of 1969, Congressional House Bill 16436 (a bill for an "Environmental Protection Action of 1970"), and Michigan House Bill 3055 (a bill for a "-Natural Resource Conservation and Environmental Protection Act of 1969") are appended. (AL)

ED 065 274 SE 012 762
Environmental Studies, Conference Report, Secondary Schools Science Committee.
Victoria Education Dept. (Australia).
Pub Date Feb 71
Note—59p.; Pages 41 and 42 missing from original document
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, Conference Reports, Curriculum, Elementary School Science, *Environmental Education, *Laboratory Procedures, Secondary School Science, *Teaching Techniques
Identifiers—Australia

In addition to complete texts or summaries of a number of papers considering the scope and relevance of "environmental studies" to the secondary and elementary school programs in Victoria (Australia), many teaching techniques are described. Techniques for measuring carrying capacity of roadways, examining published air pollution data, estimation of smoke haze, collecting meteorological data, and tests of observation skills are outlined. A bibliography of books and journal articles, particularly of those useful in Australian schools; a list of films and other audio-visual aids; names and addresses of organizations and government departments interested in conservation and community involvement; and outlines of possible curricula are also included. (AL)

ED 065 275 SE 012 763
McNaughton, A. E.
Evaluation in Secondary School Mathematics.
Victoria Education Dept. (Australia).
Pub Date 70
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Course Objectives, Grade 9, Item Analysis, Mathematics Education, *Objective Tests, *Secondary School Mathematics, Student Evaluation, *Test Construction, Tests
Identifiers—Australia

This report traces the development of 20 objective test items for secondary mathematics, part of an Evaluation Project designed to compile a reservoir of items to serve as prototypes for teacher-constructed tests. The report first shows how an individual item is written and tested. Next, a classification system of items by subject matter and pupil response is described. The four categories used for pupil response are the abilities to recall standard procedures, to apply them, to choose the correct process, and to devise original methods. This system is illustrated by a test consisting of 20 items covering these four categories in each of five topic areas taken from Form 3 mathematics (approximately grade nine). Lastly, the report describes the standardization of this test, including the preliminary trial, the choice of a representative student sample, the administration of the test, and the item analysis of the results. (MM)

ED 065 276 SE 012 766
Matriculation Mathematics, Pure Mathematics - Test Papers. Circular of Information to Secondary Schools.
Victoria Education Dept. (Australia).
Pub Date [72]
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Algebra, Calculus, Essay Tests, *Grade 12, Mathematics Education, *Secondary School Mathematics, *Tests
Identifiers—Matriculation Mathematics, *Pure Mathematics

This document consists of test questions used in three state high schools teaching the new Matriculation pure mathematics course (approximately grade 12). This material was circulated to all schools teaching this course as a teacher resource. The questions are arranged in 14 papers of varying structure and length. Most questions are of the essay type. The topics covered include integral and differential calculus, algebraic and trigonometrical functions, the binomial expansion, linear algebra, fields and complex numbers. (MM)

ED 065 277 SE 012 767
[Technical School Science Syllabus: Grades 7-10].
Victoria Education Dept. (Australia).
Pub Date [72]
Note—137p.
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Course Descriptions, *Curriculum, *General Science, International Education, Science Courses, Secondary School Science, Technical Education
Identifiers—*Australia

The syllabi included in this package outline the science courses to be taught in the Technical Schools of the Education Department of Victoria (Australia) in grades seven through ten. There is a separate syllabus for each grade, with two parts for grade ten. Each syllabus contains a statement of aims, a list of the topics to be taught (including an indication of the scope and depth of treatment), suitable textbooks and references for the teacher and student, and suggested demonstrations and student laboratory work. All syllabi suggest that physical, earth and life sciences be included in the year's course. For students taking additional science in grade ten, Part II of the syllabus for that year contains subject matter intended to provide a rigorous grounding in physics and chemistry in addition to the general science contained in Part I. [Not available in hard copy due to marginal legibility of original document.] (AL)

ED 065 278 SE 012 768
[Technical School Science Syllabuses: Grade 11].
Victoria Education Dept. (Australia).
Pub Date [72]
Note—67p.
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Biology, *Chemistry, *Course Descriptions, Curriculum, International Education, *Physics, Safety, Science Courses, Secondary School Science, Technical Education
Identifiers—*Australia

The syllabi for the grade 11 biology, chemistry, physics and technician science courses taught in the Technical Schools of the Education Department of Victoria (Australia) each contain a listing of the topics to be taught, the scope and depth of treatment, suitable textbooks, possible demonstrations and laboratory work, and, in the case of the outline of the chemistry laboratory course, warnings about possible hazards. The syllabus for the grade 11 general science course is not included in the package, although background notes for the teacher using this syllabus are included. [Not available in hard copy due to marginal legibility of original document.] (AL)

ED 065 279 SE 013 335
UNESCO Chemistry Teaching Project in Asia, Newsletter, Volume 3, Number 1, August 1969.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).
Pub Date Aug 69
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Chemical Reactions, *Chemistry, Curriculum Development, *Educational Games, *Games, *Instructional Materials, International Education, Science Activities, *Secondary School Science
Identifiers—UNESCO

The "Chemistry Card Game" for teaching stoichiometry of inorganic precipitation and ionic complex reactions is described in the first article of this UNESCO newsletter. The game is played with 106 cards consisting of 19 kinds of cations, 14 kinds of anions, and one kind of molecules (NH3). Included are the instructions for making the cards, rules for playing, a list of reactions valid in the game, and a table of solubility products and instability constants. Instructions are provided for assembling a kit of chemicals for testing reactions other than those stated in the list of reactions, in trying to improve the effectiveness of using the cards. The remaining three articles describe an adaptation of an O-Level Nuffield Chemistry Stage I experiment with oxygen, an experiment utilizing the displacement reaction

between Ag2CrO4 and KI, and curriculum reform activities in Indonesia. (PR)

ED 065 280 SE 013 336
UNESCO Science Teaching Project in Asia, Newsletter, Volume 3, Number 4/5, May 1970.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).
Pub Date May 70
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Chemical Reactions, *Chemistry, Experiments, *Instructional Materials, International Education, *Laboratory Manuals, Science Activities, *Secondary School Science, Teaching Guides
Identifiers—UNESCO
This UNESCO newsletter is divided into these three sections: (1) a student chapter on the rates of chemical reactions; (2) the student laboratory guide; and (3) the teacher laboratory guide. The laboratory guides describe 14 experiments showing students the differences in chemical reactions and how the rate can be affected by temperature, concentration or catalysts. In the student's guide each experiment is introduced by a short outline followed by a description of the procedure in detail. Important points concerning the principles on which the experiment is based, including explanation of relevant general background, are given in the "discussion" of each experiment. Each experiment is followed by examples of questions which could help the teacher in the classroom; answers, with the explanation in detail, are summarized in the teachers' guide. (Author/PR)

ED 065 281 SE 013 455
The Cutting Edge . . . or How to Innovate and Survive, Volume 1.
American Geological Inst., Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 72
Note—40p.
Available from—ESTPP, Box 1559, Boulder, Colorado 80302
Document Not Available from EDRS.
Descriptors—College Science, *Earth Science, *Educational Philosophy, Geology, Human Dignity, *Humanism, Individualism, Individualized Instruction, Secondary School Science, *Self Expression
Identifiers—*Earth Science Teacher Preparation Project
This is the first in a two volume set (see also SE 013 664) which displays what the people at the Earth Science Teacher Preparation Project (ESTPP) value about learning, learners, themselves, and their role in helping learners. It records, mainly in their own words, how some people in colleges and secondary schools feel about education and how they are creating conditions in which learners are looked at as real people and can grow, each in his own unique way, unimpeded by arbitrary constraints. Statements are generally brief and reflect the humanistic philosophy of the ESTPP. (Author/PR)

ED 065 282 SE 013 456
Bolton, Ruth
Building a Chemistry Course for the Non-College-Bound High School Student.
Pub Date 71
Note—18p.; Presented at the NSTA Annual Meeting, Los Angeles, California, October 1969; California Chemistry Teachers Association Meeting, Irvine, California, Dec., 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Chemistry, *Course Descriptions, Curriculum Development, Enrollment Trends, *General Education, *Secondary School Science, Technical Education
This report traces the development of a "Practical Chemistry" or "Vocational Chemistry" course for high school students who do not plan to attend four year colleges. Work was begun in 1964 at Northview High School, Covina, California and has resulted in the writing of experiments and Teacher's Guide materials as well as textbook materials for a program entitled, "Action Chemistry." An evaluation of the course at Northview High School indicates that the grades of students enrolled in the course improve during the year they are enrolled. A description of the program and a listing of the text and experiment contents is included. (TS)

ED 065 283 SE 013 538
National Nutrition Education Clearing House Reference List, Preschool, Primary and Intermediate Teaching Materials and Teacher References.
National Nutrition Education Clearing House, Berkeley, Calif.
Pub Date Jan 71
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Bibliographies, *Instructional Materials, Intermediate Grades, Kindergarten, Nutrition, Primary Grades, Teaching
This is a reference list of teaching materials and teacher references of importance to teachers in the field of nutrition and nutrition education. It emphasizes resources for preschool, primary and intermediate grades. Although not a comprehensive list, resources include books, pamphlets, curriculum guides, article reprints, films and filmstrips, games and posters. Each entry enumerates the author, title, source or publisher and address, date, physical description of the item, cost, and key words indicating basic content. Over 100 items are cited. (LK)

ED 065 284 SE 013 618
Mathiau, Richard D.
Aeronautical Envineering at Technion - Israel Institute of Technology.
Office of Naval Research, London (England).
Report No—ONRL-R-15-71
Pub Date Jun 71
Note—23p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD 726 162, MF-$0.95)
Document Not Available from EDRS.
Descriptors—*Aerospace Technology, Aviation Technology, College Science, Engineering Education, *Engineering Technicians, International Education, *Program Descriptions, Research Projects, *Technical Education, *Technical Institutes
Identifiers—Israel, Technion Israel Institute of Technology
The shortage of engineers in Israel and the role that the Technion - Israel Institute of Technology plays in the education of engineers is discussed. Emphasis is placed on the academic program, research, and related activities in the Department of Aeronautical Engineering. A brief description of the development of the institute and its relationship to other centers of higher education in Israel is included. (Author/TS)

ED 065 285 SE 013 630
Nicholson, Roger M.
The Academy of Sciences of the USSR: Analysis and Comparison With U.S. Organizations.
National Aeronautics and Space Administration, Huntsville, Ala. George C. Marshall Space Flight Center.
Report No—NASA-TM-X-64629
Pub Date Aug 71
Note—28p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (N72-13939, MF-$0.95)
Document Not Available from EDRS.
Descriptors—*Administration, *Comparative Education, *Higher Education, Policy, *Scientific Research
Identifiers—*Union of Soviet Socialist Republics, USA
The organization, activities, and history of the U.S.S.R. Academy of Sciences and the overall science policy, structure, and the framework of the Soviet higher educational system are discussed in this report. Additionally, the federal science policy structure of the United States is outlined; comparison is made between the U.S.S.R. Academy of Sciences and the U.S. National Academy of Sciences. The U.S.S.R. Academy of Sciences is identified as a principal factor of policy direction in the total framework of the Soviet science policy structure. (Author/AL)

ED 065 286 SE 013 631
Nalimov, V. V. Mulchenko, Z. M.
Measurement of Science. Study of the Development of Science as an Information Process.
Air Force Systems Command, Wright-Patterson AFB, Ohio. Foreign Technology Div.
Report No—FTD-MT-24-835-71
Pub Date Oct 71
Note—210p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (AD 735 634, MF-$0.95)
Document Not Available from EDRS.
Descriptors—Bibliographies, Information Networks, *Information Theory, Professional Associations, *Scholarly Journals, *Scientific Enterprise, *Scientific Research
A detailed analysis of the nature of science as an information system is presented in this book translated from the Russian version by the Foreign Technology Division of the Wright-Patterson Air Force Base. An analysis is provided of the increase in numbers of publications, journals, and scientists. The effect of the information crisis on the development of informal networks of scientists who exchange pre-publication copies of research reports is outlined, and the effect of the growth of these "invisible collectives," which provide essentially private knowledge, on the progress of Russian science is discussed: in the past, Soviet scientists have contributed to, and depended upon, the public knowledge in the journals. The language of bibliographic citations, which can be used to establish conceptual relationships between publications, is discussed as an alternative to indexing via structured vocabularies. Difficulties with the evaluation of effectiveness of the invisible collectives in the absence of public bibliographic citation are outlined. The contribution of different countries to world science information flow is estimated. (AL)

ED 065 287 SE 013 664
Todd, Verna
The Cutting Edge . . . or How to Innovate and Survive, Volume 2.
American Geological Inst., Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 72
Note—128p.
Available from—ESTPP, Box 1559, Boulder, Colorado 80302
Document Not Available from EDRS.
Descriptors—*College Science, *Earth Science, Educational Philosophy, Geology, Human Dignity, *Humanism, *Individualized Instruction, Program Descriptions, Secondary School Science, Self Expression
Identifiers—*Earth Science Teacher Preparation Project
This is the second in a two volume set (see also SE 013 455) which displays what the people at the Earth Science Teacher Preparation Project (ESTPP) value about learning, learners, themselves, and their role in helping learners. It records, mainly in their own words, how some people in colleges and secondary schools feel about education and how they are creating conditions in which learners are looked at as real people and can grow, each in his own unique way, unimpeded by arbitrary constraints. The programs, courses and activities described represent various approaches for making education more humane. (Author/PR)

ED 065 288 SE 013 772
Watkins, Jessie B.
Ecology and Environmental Quality, A Selected and Annotated Bibliography for Biologists and Earth Scientists.
Pub Date 71
Note—127p.
Available from—Syracuse University Library, 308 Carnegie Library, Syracuse, New York 13210 ($8.50)
Document Not Available from EDRS.
Descriptors—*Bibliographies, *Conservation Education, *Environment, Environmental Education, Periodicals, *Pollution, *Reference Materials
This is a selected and annotated bibliography compiled and published by the Syracuse University Libraries and specifically designed for those seeking information regarding the biological aspects of air, land, and water pollution, as well as information concerning geographic and geologic facets of the biosphere. No attempt has been made to compile an exhaustive bibliography. It contains books, periodical articles, symposia, proceedings of conferences, maps and pamphlets covering approximately the period 1950 through 1970, with a few earlier classics for historical background, and the scope of which is restricted to biological aspects of environmental problems. Literature sources concerning early environmen-

tal studies, the development of the environmental crises and environmental education are included. For those concerned with these areas, this bibliography will pinpoint the location of such literature at Syracuse University Libraries through the provision of call numbers and library locations. A section on relevant paperbacks with their available sources is listed for the reader who would like to acquire his own personal library. A selected list of addresses of conservation and environmental organizations and film distributors follows. (Author/LK)

ED 065 289 SE 013 847
[Australian Science Education Project Working Papers].
Australian Science Education Project, Toorak, Victoria.
Pub Date [72]
Note—103p.
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Cognitive Development, *Curriculum Development, Educational Psychology, Guidelines, Instruction, *Objectives, *Science Course Improvement Project, *Science Education, Secondary School Science
Identifiers—*Australian Science Education Project
A number of the working papers produced for the guidance of the staff of the Australian Science Education Project during the development of instructional units for secondary school science are included in this package. Topics covered range from a discussion of the implications, for curriculum writers, of the research on cognitive development to checklists for stages in the development of a unit. The titles of the working papers are: "Ways of Dealing With Subject Matter According to the Stages of Development of the Children," "The Structure of a Typical Unit," "Contents of Teacher's Guides (First Trials)," "Units to be Developed," "Steps in the Development of a Unit," "Preamble to the Aims," "The Aims of the Australian Science Education Project," "The Main Ideas to be Developed in ASEP Materials," "Use of the Inquiry Approach," "A Taxonomy of ASEP Objectives," "Preparation of Second Specifications of a Unit," "Re-allocation of Units for Development," "A Plan for the Second Trials of Units," and "Checklist for Unit Development and Production." [Not available in hard copy due to marginal legibility of original document.] (AL)

ED 065 290 SE 013 858
Carey, George W. Schwartzberg, Julie
Teaching Population Geography.
Pub Date 69
Note—134p.
Available from—Teachers College Press, Columbia University, New York, New York
Document Not Available from EDRS.
Descriptors—*Audiovisual Aids, *Bibliographies, Demography, Ecology, Environmental Education, Geography, *Instructional Materials, *Population Education, *Social Studies
Written under the sponsorship of the Population Council, with the financial support of the Population Instructional Materials Project, this work is intended to provide the thoughtful teacher of the social sciences with some suggestions and techniques for introducing population study to students in terms of concrete case studies which explore the relationship between the carrying capacities of particular environments and the populations they support and to show how changes in population are affected by changes in other variables: environment, technology, social organization, and ideology. The authors suggest that there are a number of useful points of intervention in which the functional equilibrium of population can be restored. Organized in four parts, I. Demography, Human Ecology, and Geography; II. Three Case Studies: The M'zab, the Irish Famine, and Morrisville, Pennsylvania; III. An Annotated Bibliography; and IV. Visual Media in Ecological Study, this book offers extensive teaching suggestions especially useful to the high school teacher of social studies, but it is also recommended for high school and college students. An annotated bibliography of more than 300 entries is included, as well as information on regional case studies, on sources of teaching materials, visual aids, and on sources of original data, from census reports to aerial photographs. (Author/LK)

ED 065 291 SE 013 859
Singer, Laura J. Buskin, Judith
Sex Education on Film. A Guide to Visual Aids & Programs.
Pub Date 71
Note—170p.
Available from—Teachers College Press, Columbia University, New York, New York 10027
Document Not Available from EDRS.
Descriptors—*Adult Education, *Audiovisual Aids, Health Education, Instructional Media, Instructional Programs, Kindergarten, *Primary Grades, *Secondary Grades, *Sex Education
This is an annotated guide to visual aids and programs in sex education covering the topics of family relationships, physical and emotional development, the creation of life, masculinity and feminity, attitudes and values, marriage, social problems, philosophy and implementation of sex education, together with a sample program in sex education for parents and teenagers. More than 110 recent films, filmstrips, and slide sets on many aspects of physical and emotional development are described and evaluated. General information and leading questions precede each topic, followed with a suggested film listing which includes information about appropriate age groups, length, producer and distributor, and purchase or rental price. A compilation of resource agencies supplying pamphlets, bulletins and bibliographies, and film distributors, as well as an index of films by age and socio-economic group, is also included. (LK)

ED 065 292 SE 013 867
Feurzeig, Wallace And Others
Programming-Languages as a Conceptual Framework for Teaching Mathematics.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—NSF-C615
Pub Date Jun 71
Note—653p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 206 919, MF-$0.95)
Document Not Available from EDRS.
Descriptors—Algebra, Algorithms, *Computer Assisted Instruction, *Computer Oriented Programs, *Instructional Materials, Logic, Problem Solving, *Programing Languages, *Secondary School Mathematics
Identifiers—LOGO
LOGO is a programming language developed at Bolt, Beranek and Newman, Inc., specifically for use in teaching. It provides the student with a set of numerical and symbolic primitives as elements for gradually building extended, complex program structures. The building of these structures is facilitated by a procedure-oriented programming heuristic and by recursive programming. To demonstrate the special benefits made possible through the use of LOGO by students, complex program structures are developed in a careful, systematic manner. Volume 1 contains a LOGO reference manual and two teaching sequences, including a short introductory sequence on teletype geometry. Volume 2 has two teaching sequences on the representation of numbers and the algorithms of arithmetic, and on functions and equations. Volume 3 contains two teaching sequences on problem-solving. Volume 4 is a detailed description of LOGO processor algorithms designed to guide the systems programmer. (JM)

ED 065 293 SE 014 141
Demonstration Aids for Aviation Education [National Aviation Education Workshop].
Federal Aviation Administration, Washington, D.C.
Pub Date 70
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aerospace Education, *Demonstrations (Educational), *Elementary School Students, *Instructional Aids, Instructional Materials, Science Activities, *Teaching Guides
This manual, compiled by a Committee of the Curriculum Laboratory of the Civil Air Patrol, contains 105 demonstrations and activities which can be used to introduce the elementary student to the properties of air as related to aviation, what makes airplanes fly, and the role of weather in aviation. (CP)

ED 065 294 SE 014 142
Environment Information ACCESS, Volume 2 Number 11.
Environment Information Center, New York, N.Y.
Pub Date Jun 72
Note—70p.
Available from—Environment Information Center, 124 East 39th Street, New York, New York 10016
Document Not Available from EDRS.
Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials
"Access" is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental education, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather, modification and geophysical change, and wildlife. Additional sections deal with current environment-related conferences, and subject, industry, and author indexes. (BL)

ED 065 295 SE 014 143
Doberenz, Alexander R., Ed.
The Family Unit. Proceedings of the Annual Population Symposium, (3rd, University of Wisconsin, Green Bay, March, 1972).
Pub Date 72
Note—195p.
Available from—University of Wisconsin, Office of the Dean of Colleges, Green Bay, Wisconsin 54302 ($4.95)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Conference Reports, Contraception, Demography, *Family (Sociological Unit), *Family Planning, Legislation, Policy, *Population Education, Religious Factors, *Resource Materials
The proceedings of a two-day conference, part of a continuing series of population symposia, contain the text of the papers presented and a record of the ensuing discussion. The program was designed to examine problems at the level of the family unit, where decisions concerning family size are in fact reached. The legal and religious bases for choice in family limitation, and use of contraceptives by the unmarried, mythological beliefs concerning the American family, differences between sexual and reproductive planning in family and non-family units, and an analysis of the change in family structure and age composition of the population that have resulted from past family planning actions interacting with changes in health care and other social variables are considered in papers presented to the conference. In addition, summary findings and recommendations of the Commission on Population Growth and the American Future are presented in two papers, one presented at the meeting and the other reprinted by permission of the Commission. Notes on speakers and a general reference list are appended. (AL)

ED 065 296 SE 014 153
McDermott, John J., Ed.
The Environmental Impact of Electrical Generation: Nuclear vs. Conventional.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.
Pub Date 71
Note—154p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Electricity, *Energy, *Environmental Education, Environmental Influences, *In-

structional Materials, *Program Descriptions, *Secondary School Science, Units of Study (Subject Fields)

This minicourse, partially supported by the Division of Nuclear Education and Training of the U.S. Atomic Energy Commission, is an effort to describe the benefit-to-risk ratio of various methods of generating electrical power. It attempts to present an unbiased, straightforward, and objective view of the advantages and disadvantages of nuclear generation of electricity. Through reading and other activities, the student considers the generation of electrical energy, nuclear reactors, biological effects, waste products, plant sites, environmental impact, and costs. (CP)

ED 065 297 SE 014 156

Stoker, H. Stephen Seager, Spencer L.

Environmental Chemistry: Air and Water Pollution.

Pub Date 72

Note—186p.

Available from—Scott, Foresman and Company, Glenview, Illinois 60025

Document Not Available from EDRS.

Descriptors—*Chemistry, Ecological Factors, *Environment, Environmental Influences, Health Education, *Pollution, *Reference Materials

This is a book about air and water pollution whose chapters cover the topics of air pollution--general considerations, carbon monoxide, oxides of nitrogen, hydrocarbons and photochemical oxidants, sulfur oxides, particulates, temperature inversions and the greenhouse effect; and water pollution--general considerations, mercury, lead, detergents, synthetic organic insecticides, oil, and waste water treatment. The main focus is on the chemistry and chemical compounds involved, with some overlap into other scientific disciplines. Supplementary readings are listed at the end of each chapter and are drawn from two main sources, scientific journals and U.S. Government documents. The journal articles pertain to recent developments and are mainly selected from the following journals: "Scientific American," "Science," "Chemical and Engineering News," and "Environmental Science and Technology." An index follows. (LK)

ED 065 298 SE 014 183

Scottish Schools Science Equipment Research Centre, Bulletin No. 53, February 1972.

Pub Date Feb 72

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Biology, Chemistry, Instruction, *Laboratory Procedures, *Metabolism, Newsletters, Physics, *Science Equipment, *Secondary School Science

Identifiers—*Scotland

Detailed instructions for the construction of apparatus to detect qualitatively the production of carbon dioxide by respiring organisms are given, with notes on its use and comments on its advantages compared with traditional equipment. The chemistry section of the bulletin contains the results of tests of the efficiency of several laboratory burners designed for use with Liquified Petroleum Gas and recommendations of the brands most suitable for use in Scottish Schools. A list of surplus physics apparatus available for purchase, by Scottish Schools, from the Scottish Schools Science Equipment Research Centre is included, and a supplement lists recommended biology apparatus. (AL)

ED 065 299 SE 014 184

Environment Information ACCESS, Volume 2 Number 12.

Environment Information Center, New York, N.Y.

Pub Date 15 Jun 72

Note—65p.

Available from—Environment Information Center, 124 East 39th Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

ACCESS is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather, modification and geophysical change, and wildlife. Additional sections deal with current conferences and subject, industry, and author indexes. (LK)

ED 065 300 SE 014 186

Mills, Edwin S.

Studies in the Structure of the Urban Economy.

Resources for the Future, Inc., Washington, D.C.

Pub Date 72

Note—151p.

Available from—The Johns Hopkins Press, Baltimore, Maryland 21218 ($7.00)

Document Not Available from EDRS.

Descriptors—*City Problems, Demography, Employment Patterns, Housing Patterns, *Migration, *Models, Social Factors, *Suburbs, *Urban Areas

Consisting of a set of closely related studies of urban spatial structure, this monograph focuses on the decentralization of metropolitan areas. Foremost is the belief that decentralization, or suburbanization, lies at the root of most of the social problems that plague urban areas. Therefore, an understanding of the process is basic to policies and programs for mitigating such ills. Professor Mills thus presents an empirical study of the patterns and causes of suburbanization of population and employment from the 1880's to the 1960's. He then constructs theoretical models to analyze the relation between the locations of employment and residence in urban areas as well as the reasons for the increasing move to the suburbs. Special attention is paid to congestion as a cause and effect of the trend towards suburbanization. After considering an idealized model with an economically efficient transportation system, he concludes that a policy of efficient investment and pricing in urban transportation might have a significant effect on the pattern of urban residential density. Finally, a discussion is presented of the ways in which the models could be modified and extended for use in public policy analysis. (BL)

ED 065 301 SE 014 190

Staff Issue Paper on Institutional Arrangements.

Department of State, Washington, D.C.

Pub Date 18 Feb 72

Note—47p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Demography, Development, *Environment, Institutional Administration, *International Organizations, *International Programs, Natural Resources, Pollution, *Reports, *World Problems

Staff Issue Papers for the Secretary of State's Advisory Committee on the 1972 United Nations Conference on the Human Environment, Stockholm, Sweden, are summarized in this compendium. Papers developed by the various subcommittees are included for: (1) institutional arrangements; (2) development and the environment; (3) human settlements; (4) educational, social, and cultural aspects of environmental problems; (5) control of pollutants and muisances of broad international significance; and (6) environmental aspects of natural resources management. The reports represent an effort to suggest the scope and depth of discussions anticipated at the Conference. Topical areas and major issues are reviewed to provide insight for developing and implementing action recommendations. (BL)

ED 065 302 SE 014 215

Meadows, Donella H. And Others

The Limits of Growth. A Report for The Club of Rome's Project on the Predicament of Mankind.

Pub Date 72

Note—205p.

Available from—Universe Books, 381 Park Avenue South, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Behavior, *Componential Analysis, *Ecological Factors, *Environment, Environmental Influences, Human Engineering, *Interaction Process Analysis, Projects, *World Problems

Identifiers—Project on the Predicament of Mankind

Reviewed in this report is a project undertaken by The Club of Rome entitled Project on the Predicament of Mankind. Its intent is to examine the complex of problems troubling men of all nations. The predicament is that man can perceive the problem, yet, despite his considerable knowledge and skills, he does not understand the origins, significance, and interrelationships of its many components and thus is unable to devise effective responses. One objective was to gain insights into the limits of our world system and the constraints it puts on human numbers and activity. A second was to identify and study the dominant elements and their interactions that influence the long term behavior of world systems. To accomplish these objectives, Phase One was undertaken. It examined the five basic factors that determine, and therefore, ultimately limit, growth on this planet--population, agricultural production, natural resources, industrial production, and pollution. An analysis of current trends, their influence on each other, and their possible outcomes is given coupled with warnings of potential world crisis if these trends are allowed to continue. It is concluded changes in our political, economic, and social systems will be necessary to ensure avoidance of these crises. (BL)

ED 065 303 SE 014 218

Wood, Dean A.

The Development and Diagnostic Evaluation of the Monte Carlo Integration Computer as a Teaching Aid.

Pub Date Apr 72

Note—16p.; Presented at the National Association for Research in Science Teaching Annual Meeting (45th, Chicago, Illinois, April 4-6, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Chemistry, *Computer Assisted Instruction, *Computer Oriented Programs, *Formative Evaluation, *Instructional Materials, Program Evaluation, *Secondary School Science

Identifiers—Monte Carlo Integration Computer

This document outlines the operation of the Monte Carlo Integration Computer (MCIC), which is capable of simulating several types of chemical processes. Some data obtained through the MCIC simulation of physical processes are presented in graphs. After giving reasons for not using the initially contemplated summative research procedures for evaluation of the MCIC as a teaching aid, the author chooses to use a diagnostic or formative evaluation. Evaluation occurred over three lecture/demonstrations of the MCIC to high school chemistry students in Philadelphia. Sample findings from one problem area - understanding the presentation of the MCIC - were presented to illustrate that formative evaluation of instructional materials might be more profitable than more traditional evaluations. (JM)

ED 065 304 SE 014 221

Kneese, Allen V., Ed. Bower, Blair T., Ed.

Environmental Quality Analysis, Theory & Method in the Social Sciences.

Resources for the Future, Inc., Washington, D.C.

Pub Date 72

Note—408p.

Available from—The Johns Hopkins Press, Baltimore, Maryland 21218 ($12.00)

Document Not Available from EDRS.

Descriptors—*Componential Analysis, Ecology, Economics, *Environment, Legislation, *Management, Methods, Power Structure, *Social Sciences, *State of the Art Reviews, Systems Analysis, Theories

This book brings together state-of-the-art papers by Resources for the Future staff members and by scholars associated with current programs of environmental quality research. Although some empirical findings are presented, the emphasis is primarily on theory and method. Divided into three parts, the initial section, "The Environment and Economic Growth," offers theoretical and empirical projections for the impact of growth on

the natural environment. The second section, "-Developing Management Programs," includes not only formal mathematical models that will aid in understanding the complex interrelationships among human activities and environmental systems, but also analyses of public policy alternatives. In the final part, "Designing Political and Legal Institutions," the contributors discuss questions of social choice, legal strategies, and power structure in environmental quality management. Of value to researchers, planners, and administrators in universities, government, and industry, the book demonstrates that progress is being made in the social sciences to meet the need for improved management of our common property resources. (BL)

ED 065 305 SE 014 222
Family Planning Evaluation. Abortion Surveillance Report--Legal Abortions, United States, April-June 1971.
Public Health Service (DHEW), Atlanta, Ga. Center for Disease Control.
Pub Date Jun 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abortions, Evaluation, Family Planning, Pregnancy, Reference Materials, *State Surveys, *Statistical Data
This report summarizes information received from collaborators in state health departments, hospitals, and other pertinent sources regarding abortions reported to the Center for Disease Control for the April-June quarter of 1971. Data in tabular and narrative form are given for abortion ratios by state, reported abortions by menstrual weeks of gestation, cumulative percent distribution of abortions by gestation period, procedures used to perform abortions, and distribution of legal abortions by age. The status of abortion laws in 50 states and the District of Columbia as of July 1, 1971 is compiled by categories accompanied by specific notes for changes occurring in the laws of two jurisdictions, the District of Columbia and Wisconsin. (BL)

ED 065 306 SE 014 223
Environmental Studies [Instructional Kit].
American Geological Inst., Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 72
Note—45p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—Ecology, *Environmental Education, Instruction, *Instructional Materials, *Learning Activities, *Open Education, Secondary School Science, Stimuli, Student Centered Curriculum, Teaching Guides
Oriented toward an open approach to learning, this instructional kit contains suggestions, tactics, and materials which can be utilized in environmental studies. "Essence Two," a teacher orientation booklet, discusses the facets of openness which should be incorporated into the learning sequence. A set of 25 Assignment Cards suggests how to set up more effective and humane environments. They specify action to be taken, supplemental activities to this action, and important points to be brought out. Extension Cards serve as invitations to take any environmental study assignment at least one step further by relating it to people, places, processes, or content. A concentric circle chart is also included to illustrate how each additional action step leads to the solution of the original environmental problem. (BL)

ED 065 307 SE 014 224
Consider the Soil First. Narrative Guide for Color Slide Set and Film Strip C-183.
Soil Conservation Service (USDA), Washington, D.C.
Pub Date Nov 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Environmental Education, Filmstrips, Instructional Materials, *Land Use, *Narration, Natural Resources, Slides, *Soil Conservation, *Visual Aids
The importance of soil, its use and suitability for agriculture and building construction, and the need for and value of soil surveys are emphasized in this pamphlet. It serves as the script for a set of color slides and filmstrip produced by the Soil Conservation Service, U.S. Department of Agriculture. Each of the 73 frames is illustrated with accompanying narration next to the picture. (BL)

ED 065 308 SE 014 225
Sharing Our Land With Wildlife. Narrative Guide for Color Slide Set and Film Strip C-177.
Soil Conservation Service (USDA), Washington, D.C.
Pub Date 70
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agriculture, Conservation Education, Ecology, Filmstrips, Instructional Materials, *Land Use, *Narration, Relationship, Slides, *Visual Aids, *Wildlife Management
The coexistence of wildlife with American agriculture is explored in this pamphlet. Studied is the importance and value of good soil and water conservation to conserve wildlife, relating it to the feeding and living habits of wildlife, economic and aesthetic values of wildlife, the growing of specific plants and provision of watering places for the survival of wildlife. The booklet serves as the script for a set of color slides and filmstrip produced by the Soil Conservation Service, U.S. Department of Agriculture. Each of the 58 frames is illustrated with accompanying narration next to the picture. (BL)

ED 065 309 SE 014 227
Outdoor Classrooms and School Sites.
Soil Conservation Service (USDA), Washington, D.C.
Report No—PA-975
Pub Date Jan 72
Note—24p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C., 20402 (Stock No. 0100-1458 - $0.25)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Design, Educational Facilities, Environmental Education, Guidelines, *Outdoor Education, Resource Materials, *School Space, *Site Development
Out-of-doors instruction and the use of outdoor classrooms to allow children to learn directly from the natural environment, as well as about it, are encompassed in this pamphlet. It is intended as a source of ideas for developing and using outdoor classrooms on school sites of any size wherever they are located. Included is an explanation of how to start development of an outdoor classroom, how to prepare a plan for the most comprehensive use of the school site, and where to get professional help in applying conservation practices that will improve learning opportunities. In addition, numerous pictures and brief descriptions suggest ideas for actual studies in the outdoor classrooms. (BL)

ED 065 310 SE 014 228
Scottish Schools Science Equipment Research Centre, Bulletin No. 56, June 1972.
Pub Date Jun 72
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Biology, Chemistry, *Kinetics, *Models, Newsletters, Physics, *Physiology, *Science Equipment, *Secondary School Science
Identifiers—Scotland
A model demonstrating the relationship between the structure of blood vessels and the flow of blood is described and illustrated in the biology section of the newsletter. The apparatus also contains a functional (but not structural) model of the heart. Suggestions for the preparation of a relatively permanent dialysis bag from visking tubing are given, together with notes of suitable osmosis and diffusion experiments. Instructions for the preparation of apparatus for the production of large amplitude stationary waves in vibrating twine, and detailed suggestions for modifications to ballistics carts to facilitate study of the dynamics of collisions are provided for physics teachers. A list of surplus apparatus, available for sale to Scottish Schools from the Scottish Schools Science Equipment Research Centre, and announcements concerning British firms that supply equipment to schools complete the newsletter. (AL)

ED 065 311 SE 014 229
Inger, Robert F. And Others
Man in the Living Environment. A Report on Global Ecological Problems.
Pub Date 72
Note—288p.
Available from—University of Wisconsin Press, Box 1379, Madison, Wisconsin 53701 ($2.50)
Document Not Available from EDRS.
Descriptors—*Agriculture, Conference Reports, *Ecology, *Environmental Influences, Fisheries, International Organizations, *Land Use, *Pollution, Resource Materials
The findings of four groups of ecologists are synthesized in chapter I of this report on global ecological problems prepared as a data base for the United Nations Conference on the Human Environment. The other chapters contain the reports of each group. In "Cycles of Elements" the biologically important elements, phosphorus, sulfur, and nitrogen, are considered in detail, including related problems of air and water pollution and the possibility of depletion of phosphorus supplies. "Ecosystems for Human Benefit" contains discussions of the problems of ecosystem management, including modern agriculture and the effects of the accumulation of toxic pesticide and heavy metal compounds. Case studies of land use in five systems are used to illustrate "Ecological Aspects of Land Management." "Management of Aquatic Resources" examines the food potential of oceans and lakes, strategies for fishery management, and the effects of pollution on aquatic ecosystems. An index to recommendations concerning international cooperation, public education, data collection and analysis, technical and financial assistance, research design and development, standards, regulation and control, and the preservation of species is provided, together with a glossary of ecological terms and a general index. (AL)

ED 065 312 SE 014 230
Kay, David A., Ed. Skolnikoff, Eugene B., Ed.
World Eco-Crisis.
Spons Agency—Johnson Foundation, Inc., Racine, Wis.
Pub Date 72
Note—324p.
Available from—University of Wisconsin Press, Box 1379, Madison, Wisconsin 53701 ($2.50)
Document Not Available from EDRS.
Descriptors—*Demography, Economics, *Environmental Influences, *International Organizations, International Programs, *Political Science, Prediction, Resource Materials
Identifiers—United Nations, *United Nations Conference on the Human Environment
The essays contained in this volume are concerned with the existing and potential role of international organizations in coping with the environmental impact of the widespread application of science and technology. The results of the study are designed to be useful to policy-makers and students of international organizations. The essays are arranged in four sections with an introduction by the Secretary General of the United Nations Conference on the Human Environment (1972). The first section, containing two papers, concerns the "Present and Future Dimensions of the Problems of Environment;" the second has eight papers examining some aspect of "International Institutions: Their Present and Potential Roles;" the third, "Salient Issues for the Future," contains one paper concerned with international trade and environmental quality. The last section, "Conclusions," contains a paper by the editors concerning future possibilities for international organizations concerned with the environmental crisis. Also included is a general index. The collection was originally published as the Spring 1972 issue of the journal "International Organization." (AL)

ED 065 313 SE 014 234
Suydam, Marilyn N.
A Review of Research on Secondary School Mathematics.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Pub Date Mar 72
Note—227p.
Available from—Ohio State University, Center for Science and Mathematics Education, 248 Arps Hall, Columbus, Ohio 43210 ($2.50)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Bibliographies, Educational Research, *Literature Reviews, *Research Reviews (Publications), *Secondary School Mathematics
This document is a listing and review of the research pertaining to secondary school mathe-

matics published in the United States over the past several years. The bibliography, in two appendices, lists 780 research reports and 770 dissertations dealing with secondary school mathematics published between 1930 and 1970. Each citation is followed by one or more category codes for the educational area and mathematical topic researched in the document. A complete listing of the coding scheme is included. The body of the paper is a review of this research listing. The majority of studies cited were done between 1960 and 1970; older studies are cited primarily for historical perspective. The review is organized around the themes of planning for instruction, attitudes and related factors, content, individualizing instruction, instructional materials and media, and teacher education. Additional appendices list the frequency of reports and dissertations by year and topic. (Editor/JM)

ED 065 314 24 SE 014 286
Nelson, Barbara A. *Frayer, Dorothy A.*
The Effects on Short- and Long-Term Retention of Discovery and Expository Methods of Presenting Selected Geometry Concepts: A Replication.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—TR-208
Bureau No—BR-5-0216
Pub Date Feb 72
Contract—OEC-5-10-154
Note—43p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Discovery Learning, Expository Writing, *Geometric Concepts, *Instruction, *Learning, *Research, Retention, *Secondary School Mathematics, Teaching Techniques
This study was designed to investigate the effects of discovery and expository methods of presentation on the immediate acquisition and retention of geometry concepts by seventh graders. Four geometry concepts, "quadrilateral," "rhombus," "trapezoid," and "parallelogram," were presented in written lessons which used either an expository or a discovery approach. Ss studied the lessons on four consecutive days. They were given a test on the concepts either immediately after completion of the lessons or one day or 21 days after completion of the lessons. Ss who received the test one day after completion were retested 21 days after completion. The findings of the study were as follows: (1) Ss who studied the expository lessons had significantly higher scores than Ss who studied the discovery lessons; (2) An independent groups analysis revealed no significant difference between treatment groups. However, a repeated measures analysis revealed that Ss in the discovery group tended to forget less than Ss in the expository group over the 21-day retention interval; and (3) The expository group spent only one-third as much time on the lessons, yet had immediate acquisition superior to the discovery group and 21-day retention equal to the discovery group. (Author/JM)

ED 065 315 24 SE 014 287
Marshall, J. Laird *Fischbach, Thomas J.*
Evaluation of Patterns in Arithmetic in Grades 1-4, 1970-71: Effects on Teachers.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—TR-225
Bureau No—BR-5-0216
Pub Date Mar 72
Contract—OEC-5-10-154
Note—93p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Arithmetic, *Curriculum Development, *Elementary School Mathematics, Inservice Programs, *Instruction, *Research, Teacher Attitudes, *Teacher Education, Televised Instruction
A large-scale, summative, comparative evaluation of "Patterns in Arithmetic (PIA)", a modern televised arithmetic curriculum for grades one through six, was carried out in grades one through four in both rural and urban schools during the 1970-71 school year. This report deals with the ways in which PIA affects teachers: in basic mathematical knowledge, knowledge of PIA-specific content, and attitudes toward teaching arithmetic. Findings indicate that PIA can be used effectively as in-service education, particularly for those teachers with relatively lower initial knowledge of the basic mathematics which underlies a contemporary elementary school mathematics program. PIA does not seem to change teachers' attitudes, however; nor is it beneficial in increasing knowledge of concepts not specifically related to PIA. These results seem to hold equally for both rural and urban schools. (Author/JM)

ED 065 316 SE 014 290
Keeling, Charles D.
Marine Technician's Handbook, Instructions for Taking Air Samples on Board Ship: Carbon Dioxide Project.
California Univ., San Diego, La Jolla. Inst. of Marine Resources.
Report No—IMR TR-22
Pub Date Oct 71
Note—13p.; Sea Grant Publication No. 14
Available from—Institute of Marine Resources, P. O. Box 109, La Jolla, Calif., 92037
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Air Pollution Control, *Data Collection, *Instructional Materials, Laboratory Manuals, Marine Technicians, *Oceanology, Physical Environment, *Sampling
This booklet is one of a series intended to provide explicit instructions for the collection of oceanographic data and samples at sea. The methods and procedures described have been used by the Scripps Institution of Oceanography and found reliable and up-to-date. Instructions are given for taking air samples on board ship to determine the concentration of atmospheric carbon dioxide. Information covers unpacking and repacking of flasks, storage of flasks, choosing a sampling site, indoor preparation, taking the sample, sampling in cold weather, sampling during rough seas, time of sample, recording the data, and returning the flasks. Illustrations of three flasks and their uses and a sample data sheet are also included. (BL)

ED 065 317 SE 014 291
Scientific and Technical Personnel in Industry, 1969.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No—Bull-1723
Pub Date 71
Note—41p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.45)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Bulletins, *Engineers, Industrial Personnel, *Industry, *Scientific Personnel, *Surveys, Technical Occupations
The survey, conducted by the Bureau of Labor Statistics, includes a brief summary of findings; survey methods; the questionnaire, reporting instructions, definitions used to collect data; and tables. It was estimated that 1,062,000 scientists and engineers were employed in private industry in 1969, up 3.9 percent from the 1,022,000 employed in 1968. These workers represented 3.0 percent of total private employment in 1969. Between 1968 and 1969, employment of scientists increased faster than the employment of engineers--4.6 percent compared with 3.8 percent. Among the scientific occupations, the greatest increase in employment was shown by mathematicians. Technician jobs rose by only 2.5 percent over the year. (CP)

ED 065 318 SE 014 293
Borch-Jacobsen, Niels
Educational Research: European Survey 1970, Volume V, Index.
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Pub Date May 72
Note—97p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Research, *Indexes (Locaters), *International Education, Researchers, Research Projects, *Surveys
Identifiers—Europe
The second European Survey on Educational Research, carried out by the Secretariat of the Council of Europe in cooperation with member governments, covers the period 1969-1970. It contains, in four volumes, replies from 14 countries and reports on the activities of over 240 research institutes. This present index volume is in two parts. Part I lists the institute directors and researchers mentioned in the Survey. Part II contains descriptors to assist the reader in retrieving individual projects. Part II has been subdivided into an English and a French section. The English descriptors refer to projects listed in Volumes I, II, and IV (ED 061 091), while the French descriptors refer to projects listed in Volume III (ED 061 039). (CP)

ED 065 319 SE 014 294
Global Environmental Monitoring. A Report Submitted to the United Nations Conference on the Human Environment, Stockholm 1972.
International Council of Scientific Unions, Paris (France).
Pub Date 71
Note—68p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Environment, Environmental Influences, International Programs, Management, *Measurement Techniques, Models, Natural Resources, *Systems Approach, *World Problems
The Commission on Monitoring of the Scientific Committee on Problems of the Environment (SCOPE) of the International Council of Scientific Unions (ICSU) has submitted this report to the United Nations Conference on the Human Environment. It reviews: (1) the origin, objectives, and membership of SCOPE and the Monitoring Committee; (2) basic considerations for a global monitoring system; (3) environmental problems of critical importance; (4) environmental variables appropriate for monitoring; (5) the design of global environmental monitoring; and (6) operational and institutional arrangements. Eighteen recommendations for a global environmental monitoring system are presented based on the findings of the Monitoring Committee. They provide criteria for environmental management in developed countries as well as enabling developing countries avoid environmental disamenities and establish a rational system of natural resource management. The Committee has determined that such a global system can best be created through national efforts and by intergovernmental cooperation at the level of the United Nations, combined with strong supportive and advisory activities within the international scientific community. (BL)

ED 065 320 SE 014 295
SEQUIP Directory (Study of Environmental Quality Information Programs).
Pub Date Jul 72
Note—82p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Directories, *Environment, *Information Centers, Organizations (Groups), *Program Descriptions, Reference Materials
Environmental quality information programs are identified and described in this directory. Indices of subject areas, organization names, and center operators or directors precede a one-page description of each organization or program. Individual entries list complete name of the organization or program, its address, telephone number, director's name, sponsor, and the mission of the organization or program. Seventy-three sources are compiled. (BL)

ED 065 321 SE 014 296
Hunger and Development [Issue Packet].
American Freedom from Hunger Foundation, Washington, D.C.
Pub Date 72
Note—50p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—Demography, Developing Nations, *Development, Economic Disadvantagement, Environmental Influences, Health, *Hunger, *Instructional Materials, *World Problems
A variety of informational materials is compiled in this issue packet concentrating on hunger and development. They have been assembled to understand the issues associated with the facts of world hunger and to try to invent new forms of action and thought necessary to find the possibilities hidden in the hunger issue. Items include: (1) a fact and situation sheet, (2) bibliography of books, government publications, and films on hunger in the United States and hunger as a global reality, (3) list of organizations to contact

for further information, (4) a reprint of "Out of Sight and Ignored" from the book "Let Them Eat Promises" by Nick Kotz, (5) two essays, "The Dual Challenge of Health and Hunger - A Global Crisis" which examines the roots and dimensions of the food crisis, and "The Green Revolution, Peace and Humanity," which shows the relationship between the green revolution and population growth, (6) a description of the School Lunch and School Breakfast Program with its associated rights, (7) three pamphlets about hunger and development, (8) a newsletter from the Crusade Against Hunger campaign, and (9) a brochure describing Baldicer, a simulation game on feeding the world's people. (BL)

ED 065 322 SE 014 297
Population and Development [Issue Packet].
American Freedom from Hunger Foundation, Washington, D.C.
Pub Date 72
Note—50p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—Demography, Developing Nations, *Development, Environmental Influences, *Instructional Materials, Overpopulation, *Population Trends, *World Problems

A variety of informational materials is compiled in this issue packet concentrating on population and development. The materials have been assembled to understand the issues associated with the facts of the world's population and to try to invent new forms of action and thought necessary to find the possibilities hidden in the population issue. Items include: (1) a fact and situation sheet, (2) two essays, "Population and Resources: The Coming Collision" which discusses the global consumption of minerals, food, and fuels together with disparities between rich and poor nations, and "Man's Population Predicament" which interprets the origins of the population explosion, the present state of affairs, and offers three models to balance future populations, (3) an address by Robert NcNamara, President, World Bank Group, about basic problems of development: nutrition, employment, income distribution, and trade, (4) a New York Times Supplement (April 30, 1972), "Population: the U.S. Problem, the World Crisis" (SE 014 144), (5) "The Crisis," a selection of short reprints about the population crisis and explosion, overpopulation, and zero population, (6) an analysis of the sociological implications of population control, "Family Planning is Inherently Genocidal: True-False," (7) a 1971 world population data sheet, and (8) five pamphlets on population and development. (BL)

ED 065 323 24 SE 014 298
Ghatala, Elizabeth Schwenn
Research on Variables and Processes in Cognitive Learning of Environmental Content: Needs and Specifications.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—WP-82
Bureau No—BR-5-0216
Pub Date Dec 71
Contract—OEC-5-10-154
Note—37p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Processes, *Elementary Education, Environment, *Environmental Education, Individual Differences, Instruction, Learning Processes, Programs, *Research
Identifiers—*Variables

The research program described in this paper is an attempt to apply the integrated fundamental research efforts of the Center to a specific area of the elementary school curriculum, environmental education. The goals of the research program are to provide: (1) new knowledge about the interrelation of process, learning variables, and individual differences which will have implications for cognitive theory, and (2) new information concerning conditions of cognitive learning which can be applied to the development of sound instructional materials and procedures. A research model or framework which specifies the variables and processes of interest was developed. The present paper has not resulted in the establishment of a new research activity within Program 1 of the Center. Rather, it has provided a basis for reorganization of Program 1 so that the goal of integrating research on processes, learning variables, and individual differences could be achieved without the addition of a special "integrative" research activity. (Author/BL)

ED 065 324 SE 014 299
A Guide to Planning and Conducting Environmental Study Area Workshops.
Department of The Interior, Washington, D.C. National Park Service.; National Education Association, Washington, D.C.
Pub Date 72
Note—55p.
Available from—National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 ($2.25, Stock No. 191-05994)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Guides, *Design Needs, *Environmental Education, *Guidelines, *Planning, Program Content, Program Development, *Workshops
Identifiers—Environmental Education Project

Developed cooperatively by the National Education Association and the National Park Service, this guide may be useful in designing and conducting workshops to help teachers develop environmental education programs using resources to be found outside the school. Specifically, it considers workshop design variables, the design process, workshop content, and workshop outcomes. Design variables include general goals, human and natural resources available, site capabilities, and other factors. The design process gives systematic direction to the designers of the workshop, helping them shape general goals into specific objectives and to select activities based upon sound principles of learning and group interaction. Content encompasses the knowledge, skills, and attitudes the workshop seeks to develop, as well as the issues that come up during the workshop and the procedures involved in implementing the design with real-life people. Outcomes vary according to the design variables, process, and content. Crucial to the outcome are continuing dialogue and follow-up to ensure ongoing commitment to environmental education. Sample materials and forms, charts, and drawings supplement the information together with an appendix of activities and selected references. (BL)

ED 065 325 SE 014 300
Tisher, R. P., Ed.
Research 1971.
Australian Science Education Research Association, Clayton, Victoria.
Pub Date 71
Note—146p.
Available from—University of Queensland, Department of Education, Brisbane, Q 4067, Australia ($3.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum, Educational Research, *Evaluation, Instruction, Interaction Process Analysis, *Learning, *Science Education, Student Characteristics, *Teacher Education
Identifiers—Australia

The eleven papers presented at the 1970 meeting of the Australian Science Education Research Association are arranged in five sections. The first two sections, "Countenance of Science Education Research" and "Cognitive Style," contain one paper each; the first, a review of research trends and the second, an experimental report. "Sequencing and Inquiry/Discovery Studies" contains three papers; one reporting the effects of varying amounts of guidance given students learning graphical skills, one comparing the effects of guided discovery and other methods of instruction in an elementary school science unit, and the third reporting correlations between components of inquiry methods and U.S. biology students' perceptions of instructional outcomes. Two studies using interaction analysis techniques, one in in-service teacher education and the other comparing the characteristics of students who exhibited different amounts of interaction with the teacher, are reported in "Micro-teaching and Interaction Studies." The final section, "Curriculum Evaluation," contains papers that report the plan for the formative evaluation of the Australian Science Education Project units, describe changes in content-free characteristics of students studying the different physics courses (e.g., cognitive preference, enjoyment of physics), outline problems of curriculum evaluation in developing countries, and assess a method of measuring scientific attitudes. (AL)

ED 065 326 SE 014 366
Abide, Nasrine
An Inquiry Into the Phenomenon of Understanding Abstract Concepts With Application to Curriculum and Instruction.
Pub Date 72
Note—170p.; Ph.D. Dissertation, Columbia University
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-19,507 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—*Abstraction Levels, *Concept Teaching, Curriculum, Doctoral Theses, *Educational Philosophy, *Instruction, Philosophy, *Science Education

A review of literature drawn from logic, epistemology, learning theory, clinical psychology, childhood development, factor analyses of cognition, and the descriptive literature of scientific method was used to develop definitions of "abstract concept," "abstraction," and related terms. Criteria for categorizing abstract concepts according to their difficulty for pupils, and for recognizing the obstacles pupils encounter were developed. A model to determine the specific concrete experiences needed for the understanding of specific abstract concepts was proposed. The study is illustrated by examples drawn from science teaching from kindergarten through high school. (Author/AL)

ED 065 327 SE 014 368
Downing, George Leonard
A Normative Survey of Planetarium Directors in the United States and Canada to Determine Current Practices in Adult Education and Opinions Regarding Selected Adult Learning Principles.
Pub Date 71
Note—271p.; Ph.D. Dissertation, University of Wyoming
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-13,020 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—*Adult Education, Doctoral Theses, *Earth Science, *Instruction, Learning Theories, Opinions, *Planetariums, Science Facilities, Surveys

A random sample of 145 planetarium directors in the United States and Canada responded to a questionnaire concerned with their adult education activities. Data on teaching techniques used with adult groups, the types of programs offered, evaluation techniques used to assess the programs and the progress of the adult learners were gathered and compared with the rankings given to eight principles of learning applicable to adult groups. These principles concerned the degree of learner participation in setting instructional goals and in the instructional sequence. There were significant correlations between the feasibility, desirability and actual utilization of instructional techniques, although problem-centered learning and participation in planning were rarely successfully utilized. Descriptive data on the types of programs, staff training and responsibilities, and methods of course and participant evaluation are provided. (Author/AL)

ED 065 328 SE 014 372
Mhlanga, Liberty
Ecology in a Biology Syllabus in Rhodesia.
Pub Date 72
Note—290p.; Ph.D. Dissertation, Columbia University
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-19,522 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—*Biology, *Curriculum, Doctoral Theses, *Ecology, Instructional Materials, Secondary School Science, *Units of Study (Subject Fields)
Identifiers—Rhodesia

An ecology unit, based upon the interrelations of matter and energy at global, regional, and local levels, was prepared for use with the present secondary school biology syllabus in Rhodesia. The unit was developed after consultation and interviews with educators in Rhodesia, London, and Paris (UNESCO). Rhodesian regions were used to illustrate each of the major ecological concepts

developed, and some suggestions were made concerning the teaching techniques to be used with the unit, including methods of study in the field. The unit was intended to be a model for curriculum development in other areas of Rhodesian biology courses. (Author/AL)

ED 065 329 SE 014 376

Sage, James Ellsworth

A Comparison of the Inquiry and Lecture Methods for the Acquisition of Knowledge Relative to Problem Solving Performance.

Pub Date 71

Note—249p.; Ph.D. Dissertation, University of Missouri, Columbia

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-19,243 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—College Science, Doctoral Theses, Electronics, *Inquiry Training, *Instruction, *Lecture, Objectives, *Problem Solving, Teaching Techniques, Technical Education

Two sections of students were randomly assigned to a lecture presentation, and one to an inquiry-oriented section in a course in electronics in a technical education program. The groups were shown to be equivalent on five measures of background and ability. At the end of the 11-week course, the inquiry group performed significantly better than the lecture group on measures of knowledge of the concepts of alternating current, inductance, capacitance, and the principle of LC filters. The inquiry group had a superior performance on measures of problem solving ability. (Author/AL)

ED 065 330 SE 014 383

Williams, Theodore Roosevelt

A Study of Factors Related to Achievement in General College Biology in the Junior College.

Pub Date 72

Note—84p.; Ph.D. Dissertation, University of Iowa

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-17,620 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—*Achievement, *Biology, College Science, Doctoral Theses, Junior Colleges, Prediction, *Student Characteristics

Identifiers—Advanced Placement Biology Examination

Point biserial correlation coefficients were calculated between semester biology grades in a junior college course and the following dichotomies: science or non-science majors; freshmen or non-freshmen; process-oriented or content-oriented high school biology background; process or content view of college biology; full- or part-time students; and above-group mean or below-group mean on ACT Natural Science scores. Significant relationships (p less than 0.01) were found for all measures except full- or part-time studies. When the score on the Advanced Placement Biology Examination was used as the criterion variable for a similar analysis, only the ACT above- or below-group mean dichotomy produced a significant correlation. (Author/AL)

ED 065 331 SE 014 385

Bosch, Albert C.

Relationships of Teaching Patterns to Indices of Classroom Verbal Interaction Behavior: A Further Analysis and Synthesis of Classroom Verbal Interaction Data Using Descriptive Indices of Behavior and Teaching Pattern Analysis.

Pub Date 72

Note—226p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,620 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—Classroom Research, Doctoral Theses, *Interaction Process Analysis, *Research Methodology, *Teacher Behavior

Data from four studies utilizing Flander's classroom verbal interaction analysis were reexamined to determine the stability and sensitivity of ten derived parameters that can be used to distinguish between lessons that have different amounts of indirect teacher behaviors. Teaching patterns were extracted and compared with these derived indices. No significant relationships were found between teaching patterns and the behavior indices, although the patterns differed significantly between direct and indirect teachers. Two of the derived indices were very sensitive and useful for distinguishing between teachers with similar ratios of direct to indirect verbal behavior. (Author/AL)

ED 065 332 SE 014 386

Doll, William Elder, Jr.

An Analysis of John Dewey's Educational Writings Interpreted with Reference to His Concept of Change.

Pub Date 72

Note—445p.; Ph.D. Dissertation, Johns Hopkins University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-19,454 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—Discourse Analysis, Doctoral Theses, *Educational Philosophy, *Educational Theories, *Philosophy

Identifiers—Dewey (John)

John Dewey's educational and philosophical writings are broadly known, but not well-known. This study of his work is organized around his concept of change. (Nothing is permanent, all is change, permanence itself being a pseudonym for that which changes slowly. Man is unique in his ability to understand and control change for his benefit. Thus, it is the task of education to develop each individual's methodology for understanding and controlling change.) "Change" provides the framework for the present analysis which examines Dewey's detailed philosophical position as exposed in his 1939 rejoinder to his critics, including his position with respect to experience, metaphysics, science, society, value, and knowledge. His educational writings are discussed in three historical divisions: the Chicago period, the theoretical period of Democracy and Education, and the progressive education period. (Author/AL)

ED 065 333 SE 014 387

Earl, Paul Frederick

A Study of the Relative Effectiveness of Programed Visual Materials and Non-Programed Visual Materials in the Laboratory Sections of a College General Biology Course.

Pub Date 72

Note—231p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,625 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—Biology, College Science, Doctoral Theses, Educational Research, *Instruction, *Laboratory Procedures, Microscopes, *Programed Instruction

General biology laboratory sections were assigned at random to four treatment groups. The four control sections used the normal laboratory manual and examined prepared slides with the laboratory microscope; four sections were assigned to each of the three experimental groups that used a linear programed manual with either 35 mm color photomicrographs, microscope slides and microscope, or a combination of photomicrographs with microscope slides and microscopes. There were no significant differences between the four groups on any of the three measures administered at the end of the semester. The instruments used were developed for this study and measured biological information, interest in science, and the ability to identify microscopic specimens. There were no relationships with sex or IQ. Suggestions for further research and notes on instructional techniques using flexible materials are included. (Author/AL)

ED 065 334 SE 014 388

Kaufman, Betsy Baer

A Contemporary Review of the Inquiry Method of Teaching and Learning: A Study of Current Definitions and Rationales of the Inquiry Method of Teaching and Learning--1960-1970.

Pub Date 72

Note—165p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,640 M-$4.00 X-$10.00)

Document Not Available from EDRS.

Descriptors—*Discourse Analysis, Doctoral Theses, *Inquiry Training, *Instruction, *Objectives, Philosophy, *Teaching Techniques

Identifiers—Inquiry

Citation frequency and the opinion of faculty in New York University's School of Education were used to determine 52 authors who were influential in advocating the use of inquiry methods between 1960 and 1970. Each writer's principles of inquiry were classified in terms of Dewey's "phases of reflective thought" and their statements concerning the objectives of inquiry teaching were classified according to Bloom's Taxonomy. There was substantial agreement on the steps involved in inquiry learning: the learner must perceive a general problem, reformulate it into a solvable specific problem, consider alternate hypotheses, refine one hypothesis, and test the hypothesis. Although there was agreement that both affective and cognitive objectives are appropriate for inquiry learning, authors who stressed affective goals generally believed that the student should generate the problems for solution and that the emotional tone of the classroom was vital to success. Those who stressed cognitive objectives thought that the teacher should propose the problems, and that the emotional tone was not critical for successful inquiry. (Author/AL)

ED 065 335 SE 014 398

Mathematics for Elementary School Teachers: The Rational Numbers.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 72

Note—453p.

Available from—NCTM, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($6.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Arithmetic, *Elementary School Mathematics, Elementary School Teachers, *Fractions, Mathematics Education, *Rational Numbers, *Teacher Education, Textbooks

Identifiers—Film Supplements

This book is an extension of the 1966 film/text series (ED 018 276) from the National Council of Teachers of Mathematics and was written to accompany 12 new teacher-education films. It is strong enough, however, to also serve alone as a text for elementary school teachers for the study of rational numbers. The 12 chapters corresponsing to the films were written separately by committee members with various methods of presentation. Aspects of rational numbers covered include a rationale for their introduction; the four operations with positive, decimal, and negative rational numbers; measurement; and graphing. (JM)

ED 065 336 SE 014 401

Hooper, Herbert L., Jr.

The Development of a Prediction Model to Determine the Appropriate Level of Entering Students in Mathematics.

Tennessee Research Coordinating Unit for Vocational Education, Knoxville.

Report No—Res-Ser-11

Pub Date Sep 71

Note—30p.; Mini-Grant Research Project

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement, Grade Prediction, *Mathematics Education, *Prediction, *Research, *Student Placement, Technical Education, *Technical Institutes, Technical Mathematics

The problem was to determine the appropriate level of mathematics for an entering student at Chattanooga State Technical Institute to ensure probability of success in his initial course. A multiple regression analysis was used to establish an equation to determine the lower limit of the prediction interval, to determine whether I.Q. or mathematics placement score has more influence on the student's grade, and to determine how much of the variance in grade can be explained by the I.Q. and mathematics placement score. It was concluded that the diagnostic exam was more significant for predicting purposes than the I.Q. score. Linear models were statistically significant as were the individual variables of diagnostic exam and I.Q. score. The explained variance suggested that there was considerable room for improvement in the prediction model. (Author/JM)

ED 065 337 SE 014 402
Higgins, Jon L. Ed.
Investigations in Mathematics Education, Volume 5 Number 3.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date 72
Note—71p.
Available from—Ohio State University, Center for Science and Mathematics Education, 248 Arps Hall, Columbus, Ohio 43210 (Subscription $6.00 year, $1.75 single copy)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Abstracts, Educational Research, *Literature Reviews, *Mathematics Education, Research, *Research Reviews (Publications)
Using a broad definition of research to include evaluative studies of large curriculum projects or teacher-training programs, Investigations in Mathematics Education (IME) is a quarterly journal of expanded abstracts and critical analyses of recent research in mathematics education. The 16 abstracts in this issue were done especially for IME by professionals in the field in the United States and Canada. Each abstract states the purpose, rationale, research design and procedure, findings, and interpretations of the study as well as notes on the study from the abstractor. A wide range of topics is covered, including mathematics language, problem-solving, sequencing, structured learning, attitudes, and calculus with computers. Availability and ordering information for ERIC documents is included where applicable. (JM)

ED 065 338 SE 014 403
Swanson, Mary T. Taylor, June
Educational Multi-Media for Mathematics and Science Tutors.
Des Moines Area Community Coll., Ankeny, Iowa.
Pub Date Feb 72
Note—217p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Activities, *Audiovisual Aids, *Elementary School Mathematics, *Elementary School Science, Handicapped Students, Instruction, Instructional Materials, *Instructional Media, Learning Activities, *Tutoring
In the belief that uses of many different media will help motivate students, this book was compiled to assist tutors, particularly in science and mathematics, in using multi-media. Special emphasis was placed on increasing the tutor's understanding of mathematics and science. Following a chapter on the history and development of instructional technology, classroom media equipment (such as films, filmstrips, transparencies, pictures, tapes, etc.) is described with its advantages and disadvantages and instructions on determining appropriate usage. Some simple techniques for using media are outlined, including uses for easily obtained household items. Two chapters cover some elementary mathematics and science concepts and the applications of media to tutoring in these areas. A section on the handicapped child and adaptation of media to his situation is also included. The final chapter comments on the tutor's role, and sources of free and inexpensive materials are listed with the bibliographies. While the subject matter is generally from the elementary level, the discussions about the media are intended for all levels. (JM)

ED 065 339 SE 014 404
Lockhart, John
Guide for Volunteers in Mathematics.
Oklahoma City Public School System, Okla.
Pub Date 71
Note—73p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Activities, *Arithmetic, *Elementary School Mathematics, *Instruction, Instructional Aids, *Instructional Materials, Learning Activities, Paraprofessional School Personnel, Tutoring, Volunteers
This document is intended as a guideline for volunteers who work with elementary children in mathematics in the Oklahoma City School System. Following referral and progress sheets designed to increase teacher-volunteer communication about the student, the bulk of the book is a list of involvement activities to assist volunteers in helping students in mathematics. These activities cover elementary topics that have been identified as problem areas: number concepts, place value, the four operations with whole numbers, fractions and their equivalents, and the four operations with fractions. The activities generally allow the student to "do" something, and materials are inexpensive and easily prepared. (JM)

ED 065 340 SE 014 409
U.S. Metric Study Interim Report. Federal Government: Civilian Agencies.
National Bureau of Standards (DOC), Washington, D.C.
Report No—NBS-SP-345-2
Pub Date Jul 71
Note—325p.; Second in a series of interim reports prepared for the Congress of the United States
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Catalog No. C 13.10:345-2 $2.25)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Federal Government, Federal Legislation, *Federal Programs, *Measurement, Metric System, Research, *Surveys
Identifiers—*United States Metric Study
This is the second in a series of reports from the U. S. Metric Study conducted by the National Bureau of Standards, focusing on the impact of universal adoption of the metric system on federal agencies other than the Department of Defense. Fifty-five such agencies participated in this survey, 20 percent of which anticipate increasing metric usage regardless of national policy. The general aims of the survey were to determine the impact of metrication on the internal operations of the agencies, both present and projected future, and the effects on agencies' areas of national responsibilities. Information was obtained through questionnaires, and NASA was used for a pilot study. The consensus was that a national policy for metric adoption was desirable, despite the additional costs, with only one agency in direct opposition. Metrication effects on agency operations and areas of national responsibilities--including the energy, food, communications, transportation, science, education, health, labor, trade, businesses, consumer affairs, pollution control, international trade, and taxation--are described in some detail. For related documents, see SE 014 410, 014 411, 014 412, and 012 591. (JM)

ED 065 341 SE 014 410
U.S. Metric Study Interim Report: Nonmanufacturing Businesses.
National Bureau of Standards (DOC), Washington, D.C.
Report No—NBS-SP-345-5
Pub Date Jul 71
Note—192p.; Fifth in a series of interim reports prepared for the Congress of the United States
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C 13.10:345-5 $1.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Attitudes, Business, *Federal Programs, *Measurement, *Metric System, Research, *Surveys
Identifiers—*United States Metric Study
This is the fifth in a series of reports from the U. S. Metric Study, conducted by the National Bureau of Standards, designed to cover the nonmanufacturing segment of the economy representing about 65 percent of the total U. S. employment: mining, agriculture, forestry, fisheries, construction, transportation, communications, utilities, wholesale/retail trade, finance, insurance, real estate, and services. Over 2,300 telephone interviews were completed with key personnel in the organizations. Information was obtained concerning knowledge of the metric system, attitudes toward conversion, company outputs, company processes, hypothetical future use of metric measurement, and anticipated problems and benefits from conversion. For related documents, see SE 014 409, 014 411, 014 412, and 012 591. (JM)

ED 065 342 SE 014 411
U.S. Metric Study Interim Report: The Consumer.
National Bureau of Standards (DOC), Washington, D.C.
Report No—NBS-SP-345-7
Pub Date Jul 71
Note—147p.; Seventh in a series of interim reports prepared for the Congress of the United States
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C 13.10-345-7, $1.25)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Attitudes, Consumer Economics, *Consumer Education, *Federal Programs, Measurement, *Metric System, Research, *Surveys
Identifiers—*United States Metric Study
This is the seventh in a series of reports from the U. S. Metric Study, conducted by the National Bureau of Standards, focusing on the effects of increasing metric usage on the consumer American. Information on three areas--the level of knowledge of the American about the metric system, problems which would be encountered with a national policy of metrication, and methods of public education on the metric system--was obtained from a study by the Survey Research Center (SRC) and papers from experts on consumer concern. About 1,400 family units, representing a cross section of the country, were interviewed by the SRC. Attitudes and knowledge levels were given index values based on answers to several questions. Findings indicate widespread satisfaction with the present system and opposition to conversion. It is also suggested that resistance is due primarily to ignorance about the metric system, since the vast majority of those well-informed strongly favored its adoption. Television was the most popular means of public education. Experts agreed that the advantages outweighed the costs and problems of the conversion and felt the major disadvantage was the psychological one of adjustment. The 16 papers cover topics such as food purchasing and preparation, metric labeling, ready-made clothing, sewing, household equipment and furnishings, automobiles, and attitudes. For related documents, see SE 014 409, 014 410, 014 412, and 012 591. (JM)

ED 065 343 SE 014 412
U.S. Metric Study Interim Report: Testimony of Nationally Representative Groups.
National Bureau of Standards (DOC), Washington, D.C.
Report No—NBS-SP-345-12
Pub Date Jul 71
Note—175p.; Twelfth in a series of interim reports prepared for the Congress of the United States
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C 13.10:345-12 $1.50)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Consumer Economics, Education, *Federal Programs, Industry, Labor Force, *Measurement, *Metric System, *Surveys
Identifiers—*United States Metric Study
This is the twelfth in a series of reports from the U. S. Metric Study, conducted by the National Bureau of Standards, focusing on the inputs from nationally representative groups on the costs and problems of the conversion to the metric system. Only 15 of the over 230 groups opposed the change, although many did feel they would be unaffected by conversion to the metric system. The document summarizes the inputs in seven categories: labor; consumer affairs; education; construction; engineering-related industry; consumer-related industry; and natural resources, transportation, health, small business and others. General and specific guidelines were provided so that inputs would be usable and meaningful. For related documents, see SE 014 409, 014 410, 014 411, and 012 591. (JM)

ED 065 344 SE 014 420
Adler, Marilynne
Some Implications of the Theories of Jean Piaget and J. S. Bruner for Education.
Toronto Board of Education (Ontario). Research Dept.
Pub Date [63]
Note—45p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Theories, *Elementary School Mathematics, *Instruction, Instructional Materials, *Learning, Mathematics Education, Number Concepts
Identifiers—Bruner (Jerome), Piaget (Jean)
This paper examines the research and theories of Piaget and Bruner and some implications for education, particularly as applied to mathematics

education in the elementary grades. Piaget's theories are divided into the general development and conceptual thinking and mathematical concepts in children. Experimental evidence is cited and a short section on structural materials for the mathematics classroom follows. A brief summary ties the two men's beliefs together with respect to readiness, curriculum, and structural materials. (JM)

ED 065 345 SE 014 423
Outdoor Education Resource Guide.
Prince George's County Board of Education, Upper Marlboro, Md.
Pub Date 70
Note—264p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Elementary Grades, Environmental Education, *Instructional Materials, Learning Activities, Natural Resources, *Outdoor Education, *Teaching Guides

Developed primarily as a source of information for teachers planning outdoor education experiences, the material in this resource book can be used by any teacher in environmental studies. Subjects and activities most often taught as part of the outdoor education program are outlined both as resource (basic information) and teaching units. The teaching units suggest pre-camp, camp, and post-camp activities, indicating materials required and procedures to follow for the activities. Topics include: insects, woodland community, shoreline ecology, weather, astronomy, stalking and observing, mapping and orienteering, creative arts, nature crafts, survival and campcrafts, water safety and recreation, and campfire programs. A bibliography accompanies each unit together with information specific to the outdoor education program of the Prince George's County public schools. (BL)

ED 065 346 24 SE 014 427
Husband, David D.
Development of an Audio-Tutorial Course for Non-Major Biology Students. Final Report.
South Carolina Univ., Columbia. Dept. of Biology.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-D-025
Pub Date Jun 72
Grant—OEG-4-71-0044
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Autoinstructional Programs, *Biology, *College Science, Conceptual Schemes, *Curriculum Development, Educational Programs, General Education, Instruction, *Program Descriptions

A one-semester Principles of Biology course designed for non-majors was developed to utilize the audio-tutorial method combined with the "-mini-course" or concept pak approach. A total of 54 concept paks was developed, along with 12 basic lessons. Students were permitted to choose the specific concept paks that interested them most, to complete the requirements of the course. The philosophy of the course was favorably received by 85 percent of the students, and the effectiveness of the concept pak as a means of teaching was demonstrated to be above average. (Author/CP)

ED 065 347 24 SE 014 428
Scranton, James R.
The Evaluation of a New Approach to Teaching Microscopic Anatomy. Final Report.
Iowa Univ., Iowa City.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-0-F-002
Pub Date 7 Feb 72
Grant—OEG-6-70-0005-(509)
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Anatomy, *College Science, *Evaluation, Individualized Instruction, Instruction, *Medical Education, Program Descriptions, Teaching Methods

This project was a partial evaluation of the new approach to teaching medical microscopic anatomy developed at the University of Iowa. The format of the course included specific objectives given to the students in advance, with the main sources of information coming from independent readings and laboratory exercises, demonstration of mastery of the units by passing combined written and oral examinations before moving on to the next unit, individualized pacing of course work, and weekly student seminars on topics from this course and others running concurrently. The overall effectiveness of the format compared to that of other courses was considered by the students responding to a questionnaire to be very high. It was found that comprehensive examinations and unit quizzes significantly increased achievement, even though the students rated them less desirable than other characteristics of the course. The seminars required more of the students' time for preparation than was justified by the benefits and therefore were discontinued. (CP)

ED 065 348 24 SE 014 429
Harris, Margaret L. Voelker, Alan M.
An Analysis of Content and Task Dimensions of Science Items Designed to Measure Level of Concept Attainment.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-198
Bureau No—BR-5-0216
Pub Date Nov 71
Contract—OEC-5-10-154
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Processes, *Concept Formation, Content Analysis, *Evaluation, Intellectual Development, *Scientific Concepts, Test Construction, Thought Processes

Content and task dimensions of science items were studied using factor analytic techniques. These items were developed to measure concept attainment using a completely crossed design with 30 concepts and 12 tasks. Conventional factor analyses were performed, separately for boys and girls, for concept scores and for task scores. Three-mode factor analyses were performed. The main conclusions drawn from the results of the conventional factor analyses are that all 30 of the concepts are measures of a single functional relationship existing among the concepts, and that all 12 tasks are measures of a single underlying ability or latent trait. The three-mode results indicate that there are no important concept-task interactions for the idealized persons, thus it is reasonable to regard the concepts and the tasks as being two independent modes. (Author/CP)

ED 065 349 SE 014 430
Mini-Explorations of Our Environment.
Muscatine-Scott County School System, Iowa.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [72]
Note—207p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Elementary Grades, *Environmental Education, *Handicapped Children, Instructional Materials, Learning Activities, Natural Resources, Outdoor Education, *Teaching Guides
Identifiers—ESEA Title III

This collection of activity guides was produced for The Handicapped Children's Nature Study Center in Davenport, Iowa. The guides are designed to be used in any outdoor area by elementary teachers of either handicapped or "normal" children. Te emphasis is on guiding students into our outdoor world, to help them begin to observe, explore, and experiment in outdoor activities. Purpose, objectives, concepts, activities, and resources are described separately for each of the major components of our environment: air, soil, water, plants, animals, and man. Also included are a general comprehensive overview of the six components; an appendix including descriptions of how to build a variety of items useful in observing plants and animals; resources for lead-up and supplemental activities, phonograph records, and bibliography; and a set of sample evaluation instruments. This work was prepared under an ESEA Title III contract. (BL)

ED 065 350 SE 014 432
Guide to Environmental Education: Conservation of Natural Resources, Kindergarten-Grade Six.
Madison Public Schools, Wis. Dept. of Curriculum Development.
Pub Date 70
Note—249p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (On loan)
Document Not Available from EDRS.
Descriptors—*Conservation Education, *Elementary Grades, Environmental Education, *Instructional Materials, Learning Activities, Natural Resources, Resource Units, *Teaching Guides

This guide was designed to serve as a tool which elementary teachers may use to incorporate basic princples concerning the conservation of all natural resources into their instruction. From the suggestions offered, teachers are encouraged to develop concepts in six major areas: soil, water, minerals, wildlife, plants, and resources--recreational, scenic, and historical. Each section is characterized by a listing of concepts, learning activities, possibilities for correlation with other subject areas, and appropriate materials for three levels: Primary (kindergarten - second grade), Intermediate (grades three - four), and Upper (grades five - six). Additional material and information includes a flow chart of conservation concepts for the three grade levels; teacher and pupil references and suitable audiovisual material; conservation quickies, 25 short teaching aids to create basic understandings of the total environment; a set of maps for reading Wisconsin's landscape; a school forest activity manual; and a guide to recreational sites and activities in the state. (BL)

ED 065 351 88 SE 014 433
Gross, Iva Helen
Ecology, Elementary Teaching Guide.
Madison Public Schools, Wis. Dept. of Curriculum Development.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date [72]
Note—265p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Ecology, Environmental Education, *Instructional Materials, *Intermediate Grades, Learning Activities, Natural Resources, *Teaching Guides
Identifiers—ESEA Title III

In an effort to provide background information and encourage incorporation of ecological understandings into the curriculum, this teacher's guide has been devised for fourth and fifth grade teachers. It utilizes an activity-oriented approach to discovery and inquiry, outlining behavioral objectives, learning activities, teaching suggestions, and bibliographic resources for each unit of study. Fourth grade units cover arthropods, soil, rocks, chemistry, sun, air, water, and the forest. Fifth grade units include pond, marsh, meadow, and forest biomes, pollution, and E-Day activities. This work was prepared under an ESEA Title III contract. (BL)

ED 065 352 SE 014 434
Kaplan, Bettye G.
Environmental Issues, A Study Guide.
Spons Agency—DuPage County Board of Education, Ill.
Pub Date 71
Note—83p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—*Environment, Environmental Education, Instructional Materials, *Resource Units, *Secondary Grades, Student Projects, Student Research, *Study Guides

Background information, discussion topics and questions, and suggested readings and references are compiled in this booklet dealing with environmental issues. Designed for integration into the senior high school curriculum, the issues and units are titled: (1) The Earth Develops Its Atmosphers, (2) Energy and Materials: Fundamentals, (3) Characteristics of Ecosystems, (4) The Production of Food, (5) Power Production, (6) Harmful Chemicals in the Environment, (7) Transportation, (8) Environmental Management: Principles and Methods, and (9) Some Ubiquitous Management Problems. The guidebook is written so the student may use it either on his own or in conjunction with classroom assignments. (BL)

ED 065 353 SE 014 438
Supplemental Resource Guide in Environmental Education for Elementary Teachers.
Brevard County Board of Public Instruction, Titusville, Fla.

Pub Date 71
Note—75p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—*Conceptual Schemes, *Elementary Grades, *Environmental Education, Field Trips, Investigations, *Resource Guides, Supplementary Textbooks, Teaching Guides

Information included in this guide is intended for supplementary use with "Concepts in Science" series textbooks. Organized into six levels, one through six, each level is designed to emphasize the ecological concepts developed in the text. A contents chart cross-indexes the materials according to units and conceptual schemes dealing with environmental education. Each level has four components. Investigations/Activities are developed to be carried out in or near the classroom and are identified according to the concepts they reinforce and the units with which they correlate. Materials needed, teacher directions, and data sheets are also listed. Suggested Field Trip Activities are intended to reinforce the concepts developed in the text. Visual Aids are correlated to the text and are useful in clarifying and extending the understanding of the ecological concepts of the indicated unit. The Appendix lists places suitable for emphasizing ecological concepts, a checklist for field trips, periodicals, and a physical description of audiovisual aids. (BL)

ED 065 354 SE 014 445
Calvert, Jack G. And Others
Graduate School in the Sciences: Entrance, Survival, and Careers.
Pub Date 72
Note—304p.
Available from—Wiley-Interscience, 605 Third Avenue, New York, New York 10016
Document Not Available from EDRS.
Descriptors—Career Planning, *College Graduates, College Programs, College Science, *Doctoral Programs, Employment Opportunities, *Graduates, *Graduate Study, *Science Careers, Scientists

A look at the problems, concerns, and life of the graduate student in the sciences is presented in this book. Part I, "Academic Gamesmanship: The Art and Science of the Graduate Student," is intended to help the prospective graduate student decide if he should attend graduate school, determine his chances of success, and choose a graduate school. A discussion on how and where to apply for grants and how to interview and be interviewed is included. Part II, "Life in the Academic Salt Mines," discusses the challenges and hurdles of life in graduate school. Topics covered range from choosing a research area and the preliminary oral doctoral examinations to copyrights and postdoctoral fellowships. Part III, "The Payoff: Employment in Industry, University, or Government," contains information on contacting the industrial world, evaluating offers, entering the academic world, career choices and rewards, the unique position of women in science, and other topics. (Author/PR)

ED 065 355 SE 014 446
Science Education Newsletter Number 19, August 1972.
British Council, London (England). Science Dept.
Pub Date Aug 72
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Abstracts, Book Reviews, *Curriculum, *Evaluation, Indexes (Locaters), *International Education, *Mathematics Education, Newsletters, Program Descriptions, *Science Education

British science and mathematics education activities are described. Brief accounts are given of developments in the following Schools Council projects: Integrated Science (grades nine through eleven), Science 5/13 (grades one through eight), Environmental Studies (grades one through eight), and Mathematics for the Majority (grades seven through eleven). Books, films, and instructional kits for science, and an information service provided by a computer firm are also described. The educational implications of conversion to the metric system, the development of the Open University, and reports prepared by the Scottish Consultative Committee on the Curriculum and by Schools Council working parties are discussed. Nineteen books, or series of books, are viewed. These publications include texts for student use, notes on evaluation techniques, and reviews of science and mathematics education in Australia and Africa. Abstracts of selected articles in the British educational press are provided. Summaries of recent developments in British Honduras, Israel, Nigeria, Tanzania, Thailand, and Uganda, and accounts of three international conferences and details of a competition for science and mathematics teachers conclude the news articles. An index for newsletters 13-18 is appended. (AL)

ED 065 356 SE 014 447
Unit: Water, Inspection Pack, National Trial Print.
Australian Science Education Project, Toorak, Victoria.
Pub Date May 72
Note—100p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—Biology, Chemistry, *Earth Science, *Instructional Materials, *Science Activities, Secondary School Science, *Teaching Guides, *Units of Study (Subject Fields), Water Resources
Identifiers—Australian Science Education Project

The teachers' guide to this unit, prepared for use in grades seven or eight of Australian secondary schools, contains a list of unit objectives, teaching notes on each activity, lists of required apparatus, suggested teacher and student reference materials, and appropriate audio-visual aids. The core of the unit explores the importance of water for organisms, examines the water cycle, and provides data on the rainfall distribution in Australia. Students are expected to choose additional activities from nine options suggested. The options concern solution and suspension, water movement through aquifers, measurement of humidity with a home-made hair hygrometer, the thermal properties of water, ice formation, transpiration, hard water, survival in deserts, and problems of water pollution. All options are introductory and usually involve experimental manipulation. The student book contains the necessary instructions for the core and optional activities, a diagnostic test, and annotated answer sheets to the test and to questions asked in the activities. An expendable student record book with space for recording data and answering questions is provided. (AL)

ED 065 357 SE 014 448
Unit: Soils, Inspection Pack, National Trial Print.
Australian Science Education Project, Toorak, Victoria.
Pub Date May 72
Note—145p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—*Curriculum, Earth Science, *Instructional Materials, Laboratory Manuals, Science Activities, Secondary School Science, *Soil Science, Teaching Guides, *Units of Study (Subject Fields)
Identifiers—Australian Science Education Project

This second trial edition is a revision of ED 049 929. The core portion of the unit, which is intended for students in grades seven or eight of Australian secondary schools, provides suggestions for activities designed to lead to an understanding of the structure, composition (biotic and abiotic), and origin of soils. Keys are provided for the major invertebrate groups and for soil types. Ecological cycles in the soil are investigated. Optional activities are provided for the following topics: Earthworms and Soil; How Can "Poor" Soils be Improved?; Soil Acidity; Weathering; Soil Erosion and Conservation; Australian Soils; Earthenware; and Civil Engineer for a Day (considers the properties of soil important for building of soil and rock dams). Core and optional activities require student investigation. The teachers' guide, an overprinted copy of the student's laboratory manual, contains suggestions for linking the unit with other Australian Science Education Project (ASEP) materials, lists of apparatus required and recommended references and audiovisual aids, as well as teaching notes for most activities. There is also a student record book that provides space for answering questions and for individual notes. (AL)

ED 065 358 SE 014 449
Unit: Little Boxes, Inspection Set, National Trial Print.
Australian Science Education Project, Toorak, Victoria.
Pub Date 72
Note—175p.
Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)
Document Not Available from EDRS.
Descriptors—*Behavior, *City Planning, Curriculum, *Housing, *Instruction, Secondary School Science, Social Studies, *Units of Study (Subject Fields), Wastes
Identifiers—Australian Science Education Project

The core portion of this unit prepared for students in grades seven and eight of Australian secondary schools aims to develop a greater awareness of the nature and function of housing. The historical development of housing styles and materials in Australia and elsewhere is studied from photographs, and simple investigations are suggested to develop the scientific principles of controlling heat transfer, moving air, and providing light in houses. In the optional sections, suggestions are made for investigating the principles of architectural design and town planning, the properties of building materials, the relationships between building style and technological change, and the problems of water supply and waste disposal from cities. The use of crickets as an analogue to human territoriality and other interpersonal behavior is suggested. The teachers' guide is an overprinted copy of the pupil's manual and contains lists of needed material and suggested instructional techniques. The student's record book contains spaces for responses to questions posed in the unit. (AL)

ED 065 359 SE 014 452
Carr, William D.
The Improvement of Science Instruction in Oklahoma, Grades K-6.
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date 71
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Guides, Educational Philosophy, *Elementary School Science, Instruction, *Lesson Plans, *Science Curriculum, *State Curriculum Guides
Identifiers—Oklahoma

This handbook, compiled by the Oklahoma State Science Committee, presents the basic philosophy of a school science program. Curriculum models in the publication are taken from several elementary science course improvement projects. Program organization and evaluation, relationships of science to the total school program, preparation of elementary teachers, and the use of educational media are also described. The last half of the handbook contains several model lessons. (CP)

ED 065 360 SE 014 454
Availability of Retired Military Officers to Teach Mathematics and Science.
Public Management Research Inst., San Francisco, Calif.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Jan 58
Note—48p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Armed Forces, *Manpower Utilization, *Mathematics Teachers, *Science Teachers, Scientific Manpower, *Surveys, *Veterans, Veterans Education

This survey was conducted by the Public Management Research Institute under a grant from the National Science Foundation. It was found that retired military officers are a potential source of science and mathematics teaching talent. Ten percent of those responding reported that they were presently teaching; an additional 41 percent expressed definite interest in teaching; and yet another 8 percent admitted a possible future interest. More significant is the statement by a large group that they might have been interested in teaching had the opportunity been offered before retirement. One distinct handicap to taking advantage of this interest in teaching was that only 8.3 percent of those interested had ever had a high school teaching certificate. Another handicap was the relative immobility of the

group--their desire to teach near their present location. This study has been limited mainly to measuring the potential available. It recommends further study to evaluate and take advantage of this potential teacher resource. (CP)

ED 065 361 24 SE 014 464
Sherman, Jack E.
The Relative Effectiveness of Two Methods of Utilizing Laboratory-Type Activities in Teaching Introductory Physical Science.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—TR-65
Bureau No—BR-5-0216
Pub Date Nov 68
Contract—OEC-5-10-154
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Critical Thinking, Instruction, *Laboratory Experiments, *Physical Sciences, *Science Course Improvement Project, *Secondary School Science, Skill Development, Student Science Interests
Identifiers—*Introductory Physical Science
In the study, one of each of pairs of average and high ability eighth-grade classes was designated, by random means, as the experimental class. Students in the experimental classes viewed projected 2 x 2 colored slides which represented sequences of the same laboratory activities as those performed by the manipulative group. All other instructional procedures were constant for both groups. No significant differences resulted from the employment of either method in the laboratory activities in the Introductory Physical Science (IPS) course, when judged in terms of student progress as reflected in test scores related to: (1) critical thinking skills, (2) understanding of science, (3) academic achievement of knowledge and concepts presented in IPS, and (4) development and expression of interest in science. The manipulative method was significantly superior to the nonmanipulative method for the development of selected laboratory skills. Academic achievement and performance of the students in the nonmanipulative group did not support the view expressed by the teachers that the manipulatory method of laboratory instruction is necessary for motivation and satisfactory learning of science as defined by the IPS course. The IPS course did not appear to stimulate student interest in science after one semester of instruction. (Author/CP)

ED 065 362 24 SE 014 465
Boles, Ronald J.
The Feasibility of Teaching Biology Via the Sociohistorical Approach.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No—TR-66
Bureau No—BR-5-0216
Pub Date Nov 68
Contract—OEC-5-10-154
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biology, Curriculum Development, Instruction, Science Education, *Science History, *Secondary School Science, *Social Environment, Social Factors
The investigator taught all experimental classes during the 12 days of instruction, utilizing ten units of a locally-developed text, a test based on the materials, and a series of slides and related discussion. The experimental group included 97 subjects enrolled in three classes studying second-year biology and one class studying tenth-grade social studies; the control group included 108 students enrolled in five classes studying second-year biology. Three subscores (biological concepts, nature of the scientific enterprise and the work of scientists, and social implications of the concepts) and a total score were obtained from the 90-item multiple-choice test administered to experimental and control classes as both a pretest and a posttest. Significant achievement gain on the three subscores and the total score was found for all classes in the experimental group. The control group showed no significant gains. In responding to a student questionnaire, a majority of the students (73 percent) expressed a positive opinion about the interest potential of the reading material, and a majority (57 percent) also indicated that the reading material was less difficult than that ordinarily experienced in biology classes. It was concluded that the performance of the experimental classes met the criteria under which the socio-historical approach was to be judged acceptable. (Author/CP)

ED 065 363 SE 014 485
Environment Information ACCESS, Volume 2 Numbers 13 and 14.
Environment Information Center, New York, N.Y.
Pub Date 1 Jul 72
Note—82p.
Available from—Environment Information Center, 124 East 39th Street, New York, New York 10016
Document Not Available from EDRS.
Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials
ACCESS is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the ACCESS system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather, modification and geophysical change, and wildlife. Additional sections deal with significant environmental entries from the Federal Register; current environment-related conferences; and subject, industry, and author indexes. (BL)

ED 065 364 SE 014 486
Riechard, Donald Edward
The Acquisition of Selected Life-Science Concepts by Beginning Kindergarten Children From Three Different Community Settings.
Pub Date 70
Note—152p.; Ph.D. Dissertation, Ohio State University
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-26,353 M-$4.00 X-$10.00)
Document Not Available from EDRS.
Descriptors—*Biological Sciences, *Concept Formation, Evaluation, *Kindergarten Children, Learning, *Rural Urban Differences, Scientific Concepts, Testing
Identifiers—Life Science Concept Acquisition Test
Physical, mental, and socio-cultural variables were associated with performance on the Life-Science Concept Acquisition Test (L-SCAT), developed by the investigator. The usefulness of the variables as predictors of performance on L-SCAT was also investigated. The L-SCAT was administered as a picture-stimulus structured interview to each of 51 beginning kindergarten children from inner-urban, outer-urban, and rural-farm areas. As a set of pictures was presented to a subject, he was asked to respond nonverbally to a statement about the pictures by pointing to a specific picture or part of a picture. He was then asked to verbalize about his selection. Among the general findings were: (1) there were significant differences among the scores made by the subjects from the three community settings; (2) based on the L-SCAT scores, the community setting rank-order, from low-to-high was inner-urban, rural-farm, and outer-urban, respectively; (3) there were significant differences, among the scores made by the subjects from the three community settings, on six of the seven conceptual themes; (4) there were significant correlations among the L-SCAT scores and several of the physical, mental, and socio-cultural variables; and (5) subject's IQ, chronological age, the number of years of education of the subject's mother, community setting and the presence of younger siblings were most useful in predicting performance on the L-SCAT. (CP)

ED 065 365 SE 014 492
Bentley, Richard Bentley, William
Johnny Horizon Environmental Test Kit.
Pub Date 71
Note—31p.
Available from—Major department stores or Parker Brothers, 200 Fifth Avenue, New York, New York 10010
Document Not Available from EDRS.
Descriptors—Environment, Environmental Education, *Experiments, *Instructional Materials, Manipulative Materials, Measurement Instruments, *Pollution, Scientific Methodology, *Secondary Grades, *Testing
Derived from tests presently used by state and federal agencies involved with pollution detection, this Environmental Test Kit contains materials and instructions for ten experiments. Each experiment is designed to test a different aspect of air and water, to find out whether or not the air and water in the tester's immediate area has been polluted by man. Air tests are for suspended particles, wind blown particles, nylon deterioration and smoke density. The water tests include coliform analysis, pH test, settleable solids, hydrogen sulfide, relative stability and phosphates. The test kit, which has been evaluated by the New York Department of Environmental Conservation personnel, would be useful at the junior-senior high school level after orientation and under instructor supervision, although it is intended for ages ten to adult. It can provide reasonably accurate tests for moderately to heavily polluted areas, but the user may experience some difficulty detecting pollution in marginal areas. Bearing the seal of the U. S. Department of the Interior and the image of the department's symbol, Johnny Horizon, the kit fills a need for those who wish to extend their concern for the environment into the monitoring area. (BL)

SO

ED 065 366 SO 000 185
Townshend-Zellner, Norman Carr, Edwin R.
A New Look at the High School Economics Texts.
California State Coll., Fullerton. Center for Economic Education.
Pub Date 28 Dec 69
Note—62p.; Paper presented at Joint Council on Economic Education Session, Annual Meeting, American Economic Association, New York, New York, December 28, 1969
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Economic Education, *Economics, Models, Secondary Grades, *Textbook Evaluation, *Textbook Research, *Textbook Selection
This report builds on the Textbook Report done in 1963 by the American Economic Association (AEA). The "new look" assumes three tasks: 1) to determine whether current texts show improvements; 2) to go beyond minimum type evaluative criteria in the AEA report and develop a standardized economics textbook evaluation procedure; and, 3) to identify innovative developments in acceptable texts. An introductory section of the report discusses the AEA report. A second section views the 12 texts selected for the present analysis on the basis of criteria and evidence comparable to the AEA Report. Individual texts are not identified. The third section considers the rationale for some extended criteria and a standardized evaluation procedure. An exploratory classification and sample set of extended criteria are presented in Section IV. These criteria are then utilized to classify the innovative developments identified in five selected second-generation texts. Some of the concluding observations: 1) high school economics texts as a group have been substantially upgraded; 2) the quality of acceptable texts now runs strongly ahead of the typical teacher's preparation in economics; and, 3) all the acceptable texts shared the common virtue (and implied defect) of being appropriate for the above average, academic strata of students. (Author/JLB)

ED 065 367 SO 000 477
Anderson, Lee F.
What Contributions Can and Should the Schools Make to the International Education of Children and Young People?
Foreign Policy Association, New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [68]
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Citizenship, *Cross Cultural Training, Cultural Awareness, *Curriculum Development, Elementary Grades, Foreign Culture, Foreign Relations, Fundamental Concepts, Humanism, *International Education, Models, School Role, Secondary Grades, Social Studies, *World Affairs
Identifiers—*Worldmindedness
In the initial part of this essay, the author attempts to summarize major "objects" of international understanding. First, in its broadest sense international understanding might be taken to mean an understanding of the world system. Second, it is useful to view the schools as being able to make three primary contributions to students' understanding of this world system--an understanding of: the earth as a planet; mankind as a species of life; and the global social system as one level of human social organization. Third, a summary is offered of what there is about the planet, species, and international social system that educators and social scientists feel should be emphasized. The concept of international understanding also points toward certain qualities, characteristics, or capacities to be developed in individuals (referred to as "dimensions" of international understanding). In the second portion of the essay, the author attempts to deal with the question of what distinguishes the internationally competent citizen. After suggesting that individuals occupy six major kinds of roles in relation to the world system, an attempt is made to specify for each role the major characteristics that distinguish the internationally competent citizen. Finally, a summary of the essay is presented in the form of a typology, which sets forth major contributions that the K-12 curriculum should seek to make to students' international understanding. (Author/JLB)

ED 065 368 SO 000 688
Emerson, Mark F.
A New History, Macrohistory, and Structure in History.
Pub Date [70]
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Course Descriptions, Educational Methods, Elementary Education, *History Instruction, Intellectualization, *Interdisciplinary Approach, Relevance (Education), *Sciences, Secondary Education, *Social Sciences, *World History
Toward the improvement of teaching history and to provide student insights into the study of history, a course involving structure, relevancy, an interdisciplinary approach, and innovation is suggested which advocates analyzing what has happened in the past as a whole, as revealed by the various sciences of archaeology, anthropology, paleontology, biology, chemistry, and physics combined with human history, termed macrohistory. Examining the past in this way reveals an analogy between the function and structure on the biological level and on the social level, illustrating basic factors and processes of development such as unification which are common and interrelated. A sequential process of unification of living cells from one-celled protozoa to the trillion-celled organisms of man is compared with the unification of men into larger social groups, developing from the original family unit towards an international world unit. Unification makes possible another structure element -- specialization -- occurring in both the biological and human stages of development and causing increases in efficiency, interdependence, cooperation, and transportation, first between cells, then between men, and now between nations. A related document is ED 045 482. (Author/SJM)

ED 065 369 24 SO 001 314
Mellon, Knox
Training and Techniques of Oral History. Final Report.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-I-144
Pub Date Jan 71
Grant—OEG-9-140144-0051-057
Note—89p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 855 Broadway, Boulder, Colorado 80302 (For Loan Only)
Document Not Available from EDRS.
Descriptors—Course Descriptions, Field Interviews, Higher Education, *History Instruction, *Interviews, *Local Issues, Pilot Projects, Questioning Techniques, *Teaching Techniques, *Working Women
Identifiers—California, *Oral History
The project described in this document sought to structure primary source research, basic to the historian's approach to knowledge, into the liberal arts curriculum through the development of a pilot program for training undergraduates in the techniques of oral history research. The subject under investigation, the working woman in Southern California, was designed to focus on local and regional history. The aim was to introduce the students to the entire oral history process and thereby test the validity of oral history in the classroom. The students prepared for their interviews by reading and discussing in class articles, books and government reports on working women and the feminist revolution today. The instructor and students drew up a list of basic questions to ask in their interviews. The students gained an understanding of the oral history process and important data was gathered. Appendices, which comprise a major portion of the document, consist of articles on oral history and working women, as well as interview reports from the class. (Author/VLW)

ED 065 370 SO 001 713
Humanities II: Man and Revolution.
John Dickinson High School, Wilmington, Del.; Stanton School District, Wilmington, Del.
Pub Date Aug 70
Note—36p.
Available from—Stanton School District, 1800 Limestone Road, Wilmington, Delaware 19804 ($2.00)
Document Not Available from EDRS.
Descriptors—Activity Units, Communism, Concept Teaching, Curriculum Guides, *Dissent, Economics, Grade 11, Humanities, *Humanities Instruction, *Interdisciplinary Approach, Laws, *Political Science, Resource Guides, Secondary Grades, Sequential Programs, *Social Studies Units, Social Systems
Identifiers—*Revolution
"Man and Revolution," the second syllabus in a sequential program, provides 11th grade students with a humanities course that deals heavily in political theory. The rationale, objectives, guidelines, methods, and arrangement are the same as those described in SO 004 030. The introductory unit, followed by further units, helps students define and analyze revolution comparing and contrasting political, social, and economic revolution, and moreover, evolutionary and revolutionary change. Unit I discusses the idea of rebellion and conditions that foster revolutions. Unit II presents the concept that law in a time of irrationality protects the basic values in society and, moreover, preserves freedoms for the majority. Focusing on the art of politics, Unit III introduces political theories by Plato, Aristotle, Machiavelli, Aquinas, Montesquieu, Rosseau, Locke, Kant, Mill, Hegel, Marx, and Lenin. Unit IV offers economic concepts relevant to the development of a technological society and related social problems; concepts on totalitarianism, communism, and existentialism, and youth's rebellion against the establishment. Civil disorder and dissent is presented in Unit V. Related documents are SO 004 030 and SO 004 031. (SJM)

ED 065 371 SO 001 745
McInnis, Noel And Others
Spaceship Earth Curriculum Project.
Kendall Coll., Evanston, Ill. Center for Curriculum Design.
Pub Date 70
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Curriculum Development, *Ecology, *Environmental Education, Resource Guides
Identifiers—*Spaceship Earth Curriculum Project
Three separate papers from the Project are included in this document. One of these, by the Center staff, is entitled "Potentials of the Spaceship Earth Metaphor". It discusses static, dynamic, and analogic representations of spaceship earth and their educational value. A second paper, "Some Resources for Introducing Environmental Education Into the Schools", cites in narrative form several key sources. "Getting With Spaceship Earth", by Noel McInnis is the third paper. An essay, it discusses how desperately we are in need of perceiving the planet as a gestalt, and how our curriculum works against this by breaking the world up into analyzable parts. From among the three papers, one also gets a picture of the objectives and activities of the Center for Curriculum Design and its Spaceship Earth Curriculum Project. (JLB)

ED 065 372 SO 001 763
Wright, J. Zeb, Ed.
West Virginia Triple T Project. Final Report.
West Virginia State Dept. of Education, Charleston.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date 71
Note—102p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Higher Education, Institutes (Training Programs), *Preservice Education, Projects, *Social Studies, Summer Institutes, *Teacher Education, *Teacher Educator Education, *Teacher Programs
Identifiers—*Training Teachers Training Project, West Virginia
The Triple T final report documents describe the program from 1969 to 1971. One of the basic objectives of the project was to create statewide dialogue about problems in the area of social studies instruction, especially among Appalachian students, and about ways that social studies teachers and their teachers are trained. Three outcomes of the program are: 1) Recommended minimum standards for social studies teacher preparation programs in West Virginia; 2) Five teacher education models; and 3) A unified eclectic model entitled "Proposal to West Virginia Institutions of Higher Education for the Revision of Teacher Education Programs." The leadership and information dissemination functions of the project were successful and, moreover, all major objectives of the West Virginia Triple T Project were met. (Author/SJM)

ED 065 373 SO 001 802
Cherryholmes, Cleo H.
Toward A Theory of Social Education.
Office of Education (DHEW), Washington, D.C.
Pub Date 71
Grant—OEG-0-7-2028(725)
Note—65p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Objectives, *Cognitive Objectives, *Decision Making, Elementary Education, Secondary Education, Social Sciences, *Social Studies, Theories, *Values
Identifiers—Futurism, *Values Education
An explication of a normative theory of social education is presented in this essay. Purposes for social education are suggested and their implications in terms of curriculum and instruction explored. The importance of this effort lies in a "-need to know where we may be going in order to understand where we are." An axiom, normative assumptions, and derived implications are presented and discussed which the author considers to be a baseline conception of social education. The axiom is that "students are social actors engaged in purposive decision-making who process information in acquiring and acting upon normative and empirical beliefs about social phenomena." Normative assumptions are that social education should increase the ability of students to: 1) make socially effective choices; 2) assess systematically alternative social futures; and 3) to be continuous social learners. This approach to social education has been justified on the basis of explicitly stated values. This theory is open-ended in that others may wish to add, delete, or alter assumptions, and in that it may apply to learning situations not specified or anticipated. (Author/SJM)

ED 065 374 SO 001 861
A Multi-Disciplinary Team Approach to "The Man Made World."
Colorado State Dept. of Education, Denver.; Colorado Univ., Boulder.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date [70]
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Classroom Games, Curriculum Development, *Guidelines, Interdisciplinary Approach, Resource Guides, Science Education, Secondary Education, *Social Change, *Social Studies, *Teacher Education, Teaching Guides, Team Teaching, *Technology

These guidelines were designed to be used in a training program for thirty secondary teachers who planned to implement "The Man Made World" course in their classrooms in the fall of 1970. Emphasis is upon a multi-disciplinary team-teaching approach to help students cope in the real world. Seven chapters are included. Chapter one, the rationale of the course, focuses on the need for today's students to understand the interaction of technological development and social change. Chapter two, objectives and evaluation, suggests teaching techniques, including games, that involve students in relevant learning and in approaches to evaluating the goals and objectives which are established by individual teams. The course encourages student-teacher interaction dynamics which are discussed in chapter three. Hints to administrators and team members are given in chapter four. Chapter five, teacher preparation, emphasizes teacher training and characteristics which are helpful in teaching the course. Laboratory use and equipment is discussed in chapter six. A resource guide presented in chapter seven contains multi-media references to provide insight into the various areas that are an integral part of the course. An appendix includes multi-disciplinary learning activities. Related documents are: ED 016 634; ED 016 635; and ED 019 243. (SJM)

ED 065 375 SO 002 093
Nader, Laura
Up the Anthropologist: Perspectives Gained From Studying Up.
Pub Date [72]
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Anthropology, Citizenship, Community Study, *Field Studies, Higher Education, Intellectual Disciplines, Lower Class, Middle Class, *Power Structure, Relevance (Education), Research Needs, *Social Class, Social Problems, Social Sciences, *Student Research, Upper Class
Identifiers—Social Institutions

In this essay, the author presents a rationale (and opportunities) for anthropologists to study the middle and upper end of the social power structure, as well as the lower. Anthropologists have much to contribute to an understanding of the processes whereby power and responsibility are exercised in this country; indeed there is a certain urgency to this kind of anthropology. Among students at Berkeley, there is a tremendously energizing phenomenon in studying major institutions and organizations that affect everyday lives, such as the California Insurance Commission and the Better Business Bureau. (Reports of these studies are discussed and the value of this kind of research for citizenship education is pointed out.) "Studying up" as well as down would lead us to ask many "common sense" questions in reverse; and the consequences of not studying up as well as down are serious in terms of developing adequate theory and description. If one's pivot point is around those who have power/responsibility, then the questions change. It is particularly appropriate that anthropologists should lead the way in this work by virture of several characteristics of our discipline. There are those who would oppose such a reorientation of anthropology, and their reasons are discussed here. (Author/JLB)

ED 065 376 SO 002 273
Scott, John Anthony
Effective History Teaching in the High Schools: A Call for a New Strategy.
American Historical Association, Washington, D.C.
Pub Date Dec 71
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Change, Educational Development, Educational Needs, *Educational Strategies, History, *History Instruction, Relevance (Education), Secondary Grades, Social Problems, *Social Sciences, *Social Studies

History instruction at the secondary level is not sufficiently relevant to the needs of students today. The traditional concept and function of most textbook oriented teaching is one of indoctrination, Americanization, and an attempt at preserving the economic, social, and political status quo. There is a need to educate students to intelligently confront and solve social problems. Although social scientists have developed new innovative courses, schools, and projects, they have not developed a strategy for bringing about needed changes in history. The history profession has contributions to make in the formation of an alternative strategy. Suggested points of strategy which need to be debated are: 1) The role of the school is to prepare students for activism toward attacking social problems and to help them view social change as a catalyst of world survival. 2) In this context, historians can attack and demolish racist myths and teach the origin and nature of war as a human institution over which social control is possible. 3) Historians can also develop the significance of regional and local themes with special reference to the educational needs of different ethnic groups. A related document is ED 048 070. (SJM)

ED 065 377 SO 002 342
Brune, Lester H.
Inquiry Methods in Global History.
Pub Date [68]
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Development, Educational Strategies, Higher Education, History, *History Instruction, *Inquiry Training, Questioning Techniques, Teaching Techniques, World Affairs, *World History
Identifiers—Process Education

This paper discusses and explains how one college revitalized its history program, first, by reorienting its history curriculum toward a global perspective, and secondly, by implementing an inquiry approach. Three questions answered by the faculty provide a framework for a brief explanation of the changes necessitated by the introduction of global history. 1) The type of historical knowledge required for the students of the 1970's is information about human development in all parts of the world. In order to teach from a global perspective, the faculty abolished traditional survey courses and replaced them with a comparative civilization course, and required history majors to include course work in at least two geographic areas other than the United States and Europe. 2) A "vital" history curriculum that permits change whenever necessary can be maintained through a catalog system listing courses by region and topic to encourage imaginative and experimental course offerings. 3) A small faculty can offer a global-oriented curriculum using team teaching and retraining of faculty. The inquiry approach to global issues encourages students to select broad questions at the beginning of their study, gather, classify, and evaluate historical data, and solve problems. (SJM)

ED 065 378 SO 002 410
Gabler, Robert E., Editor
A Handbook for Geography Teachers.
National Council for Geographic Education.
Pub Date 66
Note—282p.
Available from—National Council for Geographic Education, 111 West Washington Street, Room 1226, Chicago, Illinois 60602, $5.00 (20% discount when cash accompanies order)
Document Not Available from EDRS.
Descriptors—Curriculum Guides, Educational Objectives, Elementary Grades, *Geographic Concepts, *Geography, *Geography Instruction, *Human Geography, Inservice Programs, Land Use, Map Skills, Physical Geography, Secondary Grades, Teaching Guides, Urban Areas

Prepared as a basic reference for in-service programs designed to improve geography instruction at the elementary and secondary levels, the Handbook gives one concise summary of the discipline for curriculum directors, social studies supervisors, and education faculty members in colleges and universities. The stated basic need in geography instruction is for concept development and the stressing of ideas rather than simple facts. To help teachers recognize the transformation in geographic education, the objectives of instruction are clearly defined. Concepts that provide the bonds of continuity for the discipline, the philosophic justification for geography, and its basis and definition are discussed, along with the recommended structure of curriculum. New equipment, materials, and sources available to teachers are listed. Chapters on urban geography, physical geography (weather, climate), population, and resources serve to introduce the reader to a systematic human or cultural topic within the geography discipline. Teaching methods and suggested activities and projects are outlined for each grade level. (JMB)

ED 065 379 SO 002 449
Hantula, James
Foreign Studies: Teacher's Guide.
Northern Iowa Univ., Cedar Falls.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date [69]
Note—91p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—African American Studies, *African Culture, African History, *Area Studies, Asian History, Chinese Culture, Concept Teaching, *Cross Cultural Studies, *Cultural Awareness, Cultural Differences, Developing Nations, Foreign Countries, *Foreign Culture, Non Western Civilization, Secondary Grades, Social Studies, Teaching Guides
Identifiers—*Intercultural Studies Project

Foreign Studies, an elective course for junior and senior students, is a study of selected Asian cultures, including the nations of China, Japan, and India, and of African cultures, including the nations of Nigeria, Ethiopia, and the Democratic Republic of the Congo. Asia and Africa are studied from the American cultural viewpoint with emphasis upon the three concepts of culture, ideology, and the comparison of traditional and modern society. This teacher's guide is divided into four main sections. 1) An outline of content is presented from which many generalizations are developed. These generalizations provide the framework for the development of major cultural understandings. 2) Specific instructional objectives, defined in behavioral terms, are suggested and identified as expected student learnings. These objectives are keyed to skills which are extended in foreign studies. 3) Ninety lesson plans are given, each including a statement of teacher objectives, several teaching techniques, a content outline, comments, and a citation of instructional materials. 4) A bibliography of student and teacher materials is provided. (Author/SJM)

ED 065 380 SO 002 454
Clegg, Ambrose A. And Others
A Behavioral Approach to the Teaching of Social Studies. An Application of Cognitive and Affective Process Models Performance Tasks and Criterion Measures.
Washington Univ., Seattle. Tri-University Project in Elementary Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 68
Note—61p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, Curriculum Planning, Elementary School Teachers, Learning Processes, *Methods Courses, Performance Criteria, *Preservice Education, *Social Studies, Student Evaluation, *Student Teaching, Teacher Behavior, Teacher Education Curriculum, Teacher Evaluation, Teacher Role, *Teaching Models

Described in this document is a schedule of teacher behaviors specified as being most appropriate for preservice elementary social studies teachers. Pre-teaching tasks are allocated to the social studies methods class; teaching-learning and post-teaching tasks to the student teaching experience. The tasks, stated in behavioral terms, are recommended terminal behavior criteria for teacher candidates. Pre-teaching tasks involve: 1) planning activities that increase the scope and body of social science content and methods and increase pupil performance in cognitive and affective skills; and, 2) planning activity sequence, transitions, evaluations, and multimedia resources. Elements of the teaching-learning process are: questioning, discussion, use of resources, teacher-pupil planning, cueing, and reinforcing. These are presented in two sections, one focusing on the teaching process, the other on the learning process. The final behavior group,

post-teaching tasks, defines the behavior of the teacher in the evaluative role. Appendices referred to in the text are: Examples of Pre-Teaching Tasks; Example of the Teaching-Learning Processes; and, Synthesis Model of the Teaching Learning Process Related to its Sources. (DJB)

ED 065 381 SO 002 522
Fisher, Norman Kobliner, Richard
Ethnic Studies: Elective Resource Bulletin. Junior High School, Intermediate School, High School.
New York City Board of Education, Brooklyn. Bureau of Social Studies.; New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Pub Date Jul 70
Note—186p.
Available from—Bureau of Curriculum Development; Board of Education, City of New York, 131 Livingston Street, Brooklyn, New York 11201
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Activity Units, Bibliographies, Chinese Americans, Concept Teaching, *Cultural Awareness, Curriculum Guides, *Ethnic Groups, Ethnic Relations, *Ethnic Studies, *Ethnology, Italian Americans, Jews, Minority Groups, Puerto Ricans, Resource Materials, *Social Studies Units, Thematic Approach
The five month course of study for grades 9 through 12 offers activity guidelines and a variety of resource materials on American ethnic groups of Chinese, Irish, Italian, and Jewish persons. Focus is upon the cultural diversity of the American people, and the adjustments and contributions of the ethnic groups. The aim of the course is for students to not only gain insight into historical and sociological background but also to understand the minority groups' problems and frustration. The need is for students to develop open-mindedness and cultural awareness. Content is presented using a thematic approach by which themes can be used in any order or at any grade level. Five proposed units are outlined according to ethnic group themes. The first provides a conceptual framework for ethnic groups in general. Other units are: Chinese-Americans, Irish-Americans, Italian-Americans, and Jews in America. Each unit is arranged in four sections that include: 1) course content, dealing with the nature of fundamental concepts: ethnic, race, stereotypes, prejudice, discrimination, inferiority, ethno-centrism, and others: 2) varied sample learning activities; 3) a bibliography; and, 4) a list of audio-visual materials. An appendix contains listings of organizations available for resources in ethnic studies. (SJM)

ED 065 382 SO 002 526
Natoli, Alberta And Others
Mapping Unit: Maps for Here, There, Everywhere.
Wellesley Public Schools, Mass.
Pub Date [68]
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activities, *Activity Units, Distance, Elementary Grades, Geographic Concepts, *Geography Instruction, Grade 1, Grade 2, Grade 3, Graphs, *Maps, *Map Skills, Primary Grades, *Social Studies Units, Units of Study (Subject Fields)
This experimental unit consists of developmental activities for grades 1-3 to help children become more aware of their environs. The three main areas of emphasis are: distance, direction, and symbols. The specific goals in each of these areas are: 1) Distance--to measure, compute distances and finally understand simple scales; 2) Direction--to follow simple directions and to locate specific areas on a map; and, 3) Symbols--to identify symbols and their function on a map. It is hoped that by reinforcing mapping activities with a variety of materials in each grade, children will progress to a more sophisticated understanding of maps. The activities are listed according to grade level and each of the concepts mentioned above. A variety of both indoor and outdoor activities are suggested. (Author/JLB)

ED 065 383 SO 002 540
Focus on Man: A Prospectus. Social Studies for Utah School.
Utah State Board of Education, Salt Lake City.
Pub Date 71
Note—390p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Affective Behavior, *Behavioral Objectives, Cognitive Development, *Cognitive Objectives, Curriculum Guides, Educational Objectives, Elementary Grades, Personal Values, Secondary Grades, *Social Studies, Social Values, Teaching Guides, *Values
Identifiers—National Council for the Social Studies
This Prospectus identifies basic societal values, behaviors, and understandings and develops two major purposes: 1) to bring the social studies programs into focus and guarantee their relevancy for each student and, 2) to provide a usable pattern for an organization by which each teacher can assist students in building better citizenship. Goals for education are listed; policy on controversial issues is stated; and a social studies definition precedes the outline of scope and sequence of instruction outline. Social goals and related focal points are broadly outlined, and then, in a detailed 'preparation for instruction' section, the abstract social goals are changed by a three-step process into a form in which one aspect of each goal is ready for teacher presentation in the classroom. To assist in developing social studies skills, instructional flowcharts and model units are outlined. No one teaching method or strategy is stressed, the processes of providing experiences for children and youth rest with the individual teacher. Social goals developed by the National Council for the Social Studies are utilized in developing the curriculum proposals. (JMB)

ED 065 384 SO 002 574
Outline of Content: Mexican American Studies. Grades 10-12.
Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.
Pub Date 68
Note—57p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American History, *Cultural Awareness, Cultural Background, Curriculum Guides, Ethnic Groups, Ethnic Studies, *Mexican American History, *Mexican Americans, Minority Groups, Secondary Grades, *Social Studies Units, Spanish Americans, *United States History
An historical survey of Mexican Americans of the Southwest is outlined in this curriculum guide for high school students. The purpose of this course is to have students develop an appreciation for and an understanding of the role of the Mexican American in the development of the United States. Although the first half of the guide focuses upon the historical cultural background of Mexican Americans, the latter half emphases the culture conflict within the ethnic group and, moreover, their struggle toward obtaining civil rights along with improvement of social and economic conditions. Five units are: 1) Spain in the New World; 2) The Collision of Two Cultures; 3) The Mexican American Heritage in the American Southwest; 4) A Sociological and Psychological View of the Mexican American; and 5) The Mexican American today. An appendix includes Mexican American winners of the Congressional Medal of Honor. Also included is a book and periodical bibliography. (SJM)

ED 065 385 SO 002 601
American Civilization in Historic Perspective, Part I. A Guide for Teaching Social Studies, Grade 11.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 70
Note—217p.
Available from—Publications Distribution Unit, Finance Section, State Education Department, Albany, New York 12224 ($1.00)
Document Not Available from EDRS.
Descriptors—*Case Studies, Communism, Grade 11, *Inductive Methods, Peace, Political Issues, Propaganda, Public Opinion, Secondary Grades, Social Problems, *Social Studies, Teaching Guides, *Teaching Techniques, *United States History
Identifiers—Controversial Issues, *Historiography
This teaching guide offers illustrative and reference materials that are both narrative and graphic on the three topics of Mass Media, Conflicting Ideologies, and Social Control. The objective is to furnish primary materials on these topics not easily available to teachers. Emphasis is on organizing the selections as short cases or studies. Related understandings are grouped together to emphasize this approach. The inductive method encourages students to examine the presentations objectively, analyze and interpret them in terms of the medium, and consider the historic development of the issues. Section 1, Mass Media, presents a study of the Power of the Press: A Case Study of the Tweed Ring, and the Mass Media Today, including the Agnew address and related material on network censorship. In section 2, Conflicting Ideologies, variations in the role and attitude of the pacifist in different periods of U.S. history and conflicting views regarding the influence of Communism in American life are given. The purpose of section 3, Social Control, is to develop some understanding of the limitations which must be observed, even in time of crisis, when hysteria urges the forgetting of those values of individual rights and human dignity which are implicit in democracy. The Japanese-Americans in World War II are examined. (SJM)

ED 065 386 SO 002 719
Shaver, James P.
Considerations Underlying a Public Issues Oriented Social Studies Curriculum.
Utah State Univ., Logan. Coll. of Education.
Pub Date Feb 69
Note—19p.; Paper presented at conference "A Search for Relevance in Inner City Social Studies," Aurora, Ohio, February 15, 1969
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Citizen Participation, Citizenship, Current Events, Educational Methods, Elementary Education, Ethical Instruction, *Political Issues, *Political Socialization, *Public Affairs Education, *Social Studies, *Values
Identifiers—*Public Issues
The content and components that can be included in the social studies curriculum are dependent upon how the discipline is defined. If social studies is not simply an offshoot of social sciences, but, rather a required general education program concerned with the preparation of citizens for reflective participation in a democratic society and with educational relevance, the curriculum can properly focus on public issues. Such a curriculum needs to be based on a realistic view of societal values and their relation to public controversy. The school can become a socializing force in American society depending upon how the society's basic values are handled in the classroom. Cohesiveness in society is dependent upon the sharing of a common frame of values. First, children need to be involved emotionally in commitment to basic American values, then helped to develop a rational basis for their values by giving additional meaning to the already existing values through considering consequences of value commitment, contradiction among values, and conflict and the pluralistic nature of society. This curriculum can be taught effectively within a school only if discrepancies between avowed values and the actual state of society are recognized and exposed, and only if pluralistic and political commitment, interchange, and involvement with society are modeled. (SJM)

ED 065 387 SO 002 742
Barth, James P. And Others
The Westminster Eighth Grade World Problems Course (Pilot Project).
Colorado Univ., Boulder.
Spons Agency—National Science Foundation, Washington, D.C.; Westminister School District 50, Colo.
Pub Date [71]
Note—198p.
Available from—ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302 (Available for loan only)
Document Not Available from EDRS.
Descriptors—Activity Units, Affective Objectives, Cognitive Objectives, Curriculum Guides, Grade 8, *Inquiry Training, Interdisciplinary Approach, Junior High Schools, Nationalism, Overpopulation, *Problem Solving, Racism, *Social Studies Units, Urbanization, World Affairs, *World Problems
Identifiers—*Process Education
The rationale, objectives, and social studies units are provided in this curriculum guide for grade 8. Focus is upon students' assessing, hypothesizing, and synthesizing the world's critical problems. Teaching techniques are process education oriented emphasizing inquiry training,

problem solving, and inductive learning in an attempt to prepare students to understand and cope with the complexity and challenges of social issues in a rapidly changing world. A set of selected world problems are interrelated, they are separated for organization purposes. The four activity units encourage student participation. I. "The Struggle for Life," attempts to survey problems of hunger, poverty, disease and overpopulation. II. "Urbanization," deals with the world trend toward urban living. III. "Cultural Diversity and Intolerance," looks at ethnocentrism and racism throughout the world. IV. "Nationalism," examines this phenomenon as a force that both builds and destroys in today's world. (Author/SJM)

ED 065 388 SO 002 758
Fraenkel, Jack R.
Values: Do We or Don't We Teach Them?
Pub Date 21 Nov 71
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Objectives, Cognitive Objectives, *Democratic Values, Ethical Values, *Moral Values, Personal Values, *Social Studies, Social Values, *Values
Identifiers—*Values Education

Many teachers attempt to ignore value questions in the social studies classroom, emphasizing intellectual development alone. Through actions and selection of topics and materials, however, a teacher suggests that he believes in certain ideas and events and, therefore, teaches values. The key issue here is not whether values should be taught, but rather, the justification of certain values over others to be taught and the decision on how to teach them. Values, defined as concepts in the minds of men which are reflected in specific value claims made by individuals, represent the quality of worth or merit which men place on various aspects of their experience and by which they judge that experience. Students need to understand the difference between personal, market, and real value claims, and how to know that the latter assert that a given thing is better than other conceivable and available alternatives according to a particular set of criteria. Moral value claims represent a particular kind of real value claim. Students can be taught the meaning of justice and its potential usefulness as a universally applicable principle, and need to empathize with the feelings of others. Value education includes both cognitive and affective components. (Author/SJM)

ED 065 389 SO 002 925
Man: A Course of Study. Seminars for Teachers.
Education Development Center, Inc., Newton, Mass.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 69
Note—153p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Affective Objectives, *Anthropology, Cognitive Objectives, Inquiry Training, Instructional Innovation, Methods Courses, *Social Studies, *Teacher Education, Teacher Programs, *Teacher Seminars, *Teaching Techniques
Identifiers—*Man (A Course of Study)

Seminars designed as a guide for teachers who meet together regularly while teaching the intermediate grade course Man: A Course of Study are presented in this book. The seminar series provides a framework for the course itself, including opportunities for teachers to explore classroom concepts and materials and offering a structure for examining educational issues in terms of the learner, the teacher, and materials. Objectives of the forum are to provide for: 1) considerations of the relationship between discipline content and concepts and the process of learning and teaching; 2) the interplay between developments in the classroom and the education of teachers; 3) a continuous and deepening sense of teachers as colleagues; and 4) the possibility of professional identification for teachers as the basis for participation in decisions about education. A variety of perspectives offered in the twenty seminars are intended to be suggestive rather than prescriptive, and are applicable to other courses where process education is important. Although seminar topics were varied, each one focused upon two uniquely human processes—symbolic learning and education. Related documents are ED 045 461, ED 049 963, and SO 002 582. (Author/SJM)

ED 065 390 SO 002 990
United States History and Economics. A Resource Guide.
Texas Education Agency, Austin. Div. of Program Development.
Pub Date Feb 69
Note—50p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American History, *Economics, Elementary Education, *Resource Guides, Secondary Education, *Social Studies, *United States History

This resource guide lists sources for elementary and secondary social studies teachers in the areas of history and economics. Intended primarily as a selection tool for teachers, it will also be helpful to supervisors, librarians, and other educators. Annotations are provided for the majority of works, published mostly during the 1950's and 1960's. Emphasis is upon offering sources of multi-media materials on United States history and economics. Arrangement is by form for eight types of materials. Included are listings of: 1) and 2) American history and economic tapes—furnishing information on ordering, suggestions for use, and giving intended grade levels, descriptions, and objectives of the tapes; 3) pamphlets published by the Service Center for Teachers of History; 4) a series of records, produced by the U.S. Navy, entitled "Portraits in Patriotism"; 5) Seventy-five paperback books in a series for in-depth study of U.S. history-economics; 6) Federal Reserve pamphlets; 7) Professional organizations for social studies; and 8) twenty-three research projects relating specifically or indirectly to U.S. history and/or economics. (SJM)

ED 065 391 SO 003 007
American Studies: Humanities. Curriculum Study and Improvement Project.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 71
Note—62p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, *American Literature, Art Education, Curriculum Guides, Grade 11, *Humanities Instruction, *Interdisciplinary Approach, Music Education, Resource Guides, Secondary Grades, *Social Studies Units, Teacher Developed Materials, Thematic Approach, *United States History
Identifiers—*American Studies, Curriculum Study and Improvement Project

Designed for eleventh grade students, this guide incorporates the four disciplines of art, music, literature, and history. The objectives are for students to apply knowledge gained from the study of past problems toward the problems of contemporary society; to develop an understanding of cultural and societal patterns; to trace personal values of today from traditional values; to appreciate the interrelatedness of the liberal arts; and to appreciate those products of man which exhalt his spirit and give dignity to his life. Teacher developed materials emphasizing the ideas, attitudes, actions, and accomplishments of the American focus upon a thematic approach. An outline of the general objectives for each of the six units of work planned for the year as well as some of the activities, materials, and resources are given. 1) "Renaissance Man" sets the background for the course; 2) "Puritan Man" shows the Puritan influence on society; 3) "The New American" focuses on the Revolutionary period; 4) "Frontier Man" emphasizes the period from 1830 to the end of the 19th century and introduces the Turner thesis; 5) "Disillusioned Man" discusses idealism and disillusionment in the period from 1900 to 1939; and 6) "Contemporary Man" encourages students to consider current major problems and to apply humanitarian principles to them. (SJM)

ED 065 392 SO 003 008
A Curriculum Guide Illustrating Selected Spiraling Economics Concepts in Social Studies.
East Baton Rouge Parish School Board, La.
Pub Date 67
Note—94p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American History, Civics, Curriculum Guides, Developing Nations, *Economic Education, *Economic Factors, Fundamental Concepts, *Social Studies Units, *Units of Study (Subject Fields), World Geography
Identifiers—Louisiana

Prepared by a committee of secondary social studies teachers, this publication is designed to show how selected economic concepts can be implemented into the present framework of social studies, grades 7-12, in almost any school system. The same two basic concepts which serve as the core for all the units prepared are: 1) limited resources plus unlimited wants make necessary wise allocation of scarce resources; and 2) specialization and exchange (interdependence) play a vital economic role in any nation. Units 1 and 2, "Growth of Industrial Enterprise" and "-Colonization of Virginia" show how economics can be woven into seventh grade American history. Two units for the eighth grade are intended to be incorporated into a study of state history, in this case Louisiana history. "Our Trading World" integrates economic concepts with world geography for 9th grade, and "Progress or Poverty..." is a unit for world geography for grades 9-12. Other units are intended for use in civics, economics, and world history. Each unit is presented in terms of a brief introduction; a list of instructional objectives; a presentation outline; glossary; developmental activities; suggestions for evaluation (in some cases quite general); and an unannotated bibliography. (Author/JLB)

ED 065 393 SO 003 010
Patterson, Frederick M. And Others
Civics: Local Laboratory in Democracy.
Illinois State Office of the Superintendent of Public Instruction, Springfield.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [66]
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Government (Course), *Citizenship, *Civics, Concept Teaching, Decision Making, *Democracy, Elementary Education, Political Science, Public Affairs Education, Resource Materials, Secondary Education, *Social Studies, Teaching Guides

This civics education handbook, developed for inservice teacher training, strives to prepare elementary and secondary students to understand the complexities of American democracy, how it functions, and how it can be expanded to meet the challenges today and tomorrow. A primary objective is to make the social studies classroom a laboratory of practical democracy, directing attention to and encouraging involvement in the search for solutions to society's problems and in the decision making process. Chapter 1, "Considerations on Civic Education", summarizes basic approaches to political science emphasizing political analysis. In chapter 2, "Political Concepts in the Social Studies", basic concepts and methods of concept development are offered. "-Suggested Activities in Civics Instruction for the Ninth Grade", chapter 3, presents a fully developed instructional outline utilized in Belleville Township High School, focusing on rights and responsibilities, justice, and freedom. "A Traditional American Government Course Outline" is provided in chapter 4. The last chapter, "The Case Study in Civic Education", presents sample cases based on selected concepts. A glossary and bibliography of paperback books are included. (SJM)

ED 065 394 SO 003 011
You and the Law. Guide for Teaching a Sixteen Class-hour Unit on Citizenship Education. Grade 8.
Texas Education Agency, Austin.
Pub Date Jan 69
Note—79p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Government (Course), Case Studies, *Citizenship, *Civics, Crime, Discussion (Teaching Technique), Grade 8, Junior High Schools, *Law Instruction, Laws, Political Science, Public Affairs Education, *Social Studies, Teaching Guides

The basic elements of good citizenship, the rights and responsibilities of citizens under law, and the possible long and short term consequences of violating it are emphasized in this guide for teaching fourteen taped lessons for the 8th grade unit, "You and the Law." Twenty-five designs for transparencies which are to assist in teaching six of the lessons are provided here. A

prerequisite to the course is that students have studied constitutional history and constitutional amendments. Students objectively analyze and discuss viewpoints concerning constitutional rights, liberties, civil rights, growth of crime, and examine individual biases. Additional approaches suggested are improving listening skills, and using case studies. Sixteen lessons are presented with a brief description of the audio-taped recordings and background, and suggested class discussion questions. A short, selected list of additional materials which emphasize the case approach is provided. (SJM)

ED 065 395 SO 003 047
Dhand, H.
Social Studies Laboratory.
Pub Date 69
Note—85p.
Available from—School Publications and Specialties, Ltd., 709 43rd Street East, Saskatoon, Saskatchewan ($1.95)
Document Not Available from EDRS.
Descriptors—Elementary Education, *Laboratory Training, Learning Activities, *Learning Laboratories, Resource Guides, Secondary Education, *Social Studies

The present volume outlines the reasons, facilities, activities, schemata, and suggestions for setting up a functional social studies laboratory in the hope that the quality in social studies education will be improved. Approximately half of the book offers sources of materials for the benefit of teachers. Labs are not only a repository of materials and equipment but also a workshop and a place of learning which fosters various kinds of communicative, creative, organizational, and manipulative skills. Five chapters are: 1) Reasons for having a social studies laboratory; 2) Facilities; 3) Schematic - social studies laboratory, description; 4) A list of activities and methods upon which social studies teachers can draw to promote learning in the social studies lab; and 5) Suggestions for the planning of a social studies laboratory. Seven appendices include lists of Canadian sources and addresses for free social studies materials, representatives of other countries in Canada, magazines and periodicals, addresses of manufacturers and distributors of instructional materials, Canadian publishers, and professional references for social studies teachers. (Author/SJM)

ED 065 396 SO 003 062
Ducharme, Raymond A., Jr. And Others
A Bibliography for Teachers of Social Studies. Social Studies Sources.
Pub Date 68
Note—42p.
Available from—Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, N.Y. 10027 ($1.75)
Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, Anthropology, Area Studies, Economics, Educational Technology, Elementary Grades, Geography, History, *Interdisciplinary Approach, Political Science, Secondary Grades, *Social Sciences, *Social Studies, Sociology
Identifiers—*New Social Studies

Over 175 citations of recent publications are compiled in this annotated social studies bibliography intended for elementary and secondary teachers. Although a few earlier volumes still relevant today are included, the majority of works were published in the 1960's. Emphasis is upon providing the experienced and the prospective teacher with a guide to examination of new ideas and innovations in social studies curriculum, materials, methods, and approaches. Selection of publications was based upon relevancy to recent developments in social studies. Contents include listings from the writings of authorities in the general social studies field and in the related disciplines of history, geography, economics, political science, sociology, anthropology, area studies, and educational technology. Author entries are alphabetically arranged under major divisions by disciplines. Complete bibliographic citations include prices and indications of books out of print. (SJM)

ED 065 397 SO 003 067
Aikman, Louis P. Parker, Edmond T.
Using the Worldmindedness Scale in Cross-Cultural Research: An Exploratory Study.
Pub Date 72
Note—19p.; Paper presented before the annual conference of New England Educational Research Organization, Hartford, Connecticut, May 12, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, *Cross Cultural Studies, *Educational Research, *International Education, *Political Socialization, Social Attitudes, Sociocultural Patterns, *World Affairs
Identifiers—*Worldmindedness, World Order

Important global attitudes in the United States and other countries are measured and social attitudes interpreted according to a number of variables in this cross-cultural study. The term Worldmindedness (the quality which is measured in the study) refers to a world-view of problems of humanity rather than a national view of them. Two testing instruments measured the attitudes, the primary instrument a 32 item Worldmindedness Scale consisting of half pro-worldminded and half anti-worldminded items (in addition, eight dimensions of worldmindedness were identified constituting sub-scales within a scale), and the secondary instrument a checklist type of questionnaire on socio-economic background. Analysis performed on thre samples of secondary students with differing socio-economic backgrounds, ages 16 through 18, in Italian, German, and American schools, indicates that the Worldmindedness Scale has notably high reliability and validity for its kind of instrument and is applicable to cross-cultural studies. It was concluded that a basic similarity in attitudes exists among the three national groups and that adolescents in these countries appear to share a common, value-oriented worldminded view. (SJM)

ED 065 398 SO 003 124
Halliday, J. Stuart Cox, Buford Jr.
A Guide: To The Negro in American History.
Pub Date 72
Note—133p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*African American Studies, African Culture, African History, American History, Ethnic Groups, *Ethnic Studies, Ethnology, Instructional Materials, Minority Groups, *Negro Culture, *Negro History, Secondary Grades, Slavery, *United States History

The black American has played a significant part in the development of the United States and the making of its institutions, but unfortunately historians have failed to objectively record and properly deal with Negro history. This instructional guide for secondary students, written in outline form, attempts to portray Negro history as an integral part of the American past and includes a broad yet comprehensive study of the Negro from early African civilizations of 700 A.D. to the present and, moreover, provides a projected look into the future. Emphasis is upon the many contributions and achievements that Negroes made throughout the nation as developers, inventors, defenders, leaders, educators, explorers, scientists, performers in the field of theatre, art, music, and literature and especially as contributors and builders of democracy. Twenty-one chapters depict a race forced from freedom into oppression and their continual struggle for human dignity through the American Revolution, Civil War, World Wars I and II, the civil rights revolution of the 1950's, and the period of struggle during the 1960's and 1970's. Many black contributors to American culture are listed in the last chapter. A bibliography of ethnic materials is appended. (SJM)

ED 065 399 SO 003 177
Moore, Donovan
Elementary School Children's Perceptions of the Educational Environment. Final Report.
Oklahoma State Univ., Stillwater.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date May 72
Contract—OEC-71-0523(509)
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classroom Environment, *Educational Environment, *Educational Research, *Elementary Schools, *School Environment, Student Opinion
Identifiers—Elementary School Environment Survey, ESES

The central problem of this study was to describe the educational environment of Oklahoma elementary schools as perceived by pupils who attend those schools, and to determine if schools with differing characteristics differ in their educational environments. Eleven thousand pupils from 373 classrooms in 110 schools throughout Oklahoma participated in the study. Variables examined were: practicality, community, awareness, propriety, and scholarship. The instrument utilized to measure pupils' perceptions was the Elementary School Environment Survey (ESES). The most significant findings were: 1) Schools in middle/high socioeconomic class settings (non Title I) have a significantly more scholarly environment; 2) Rural school students perceive the environment as more polite and considerate than do students attending urban schools; 3) Self-contained classrooms differ significantly in the educational environment dimension of practicality; and, 4) Educational environments do not differ significantly according to sex of principal, age variance of faculty, or enrollment size. Since there were only three significant differences found out of a possible 35, it may be that the wrong variables were used to identify the real differences between schools that professional educators intuitively know exist. (Author/JLB)

ED 065 400 SO 003 186
Global-Centric History and Culture Guide. Cleveland Diocesan Social Science Program.
Catholic Board of Education, Diocese of Cleveland, Ohio.
Pub Date Sep 65
Note—126p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Area Studies, Cognitive Objectives, *Concept Teaching, Critical Thinking, *Cultural Awareness, Curriculum Guides, Interdisciplinary Approach, Non Western Civilization, Secondary Grades, Sequential Programs, Social Sciences, *Social Studies Units, Western Civilization, *World History

This global-centric study for average to superior senior high students provides historical and cultural world understandings. The objective is to prepare students to become intelligent, effective, and articulate citizens. Emphasis is upon learning to assess the nature of values through the knowledge of history and the use of adequate tools of inquiry including logical procedure, inductive/deductive reasoning, the scientific method of history and the concept method of learning. Each unit is arranged within a framework of an outline, a broad overview, a list of understandings and attitudes, and the significant concepts. Ten units for the two semester course synthesize a wide variety of content on the heritage and values of Western Civilization and the richness of other cultures. First semester units are: 1) Historiography; 2) Recapitulation; 3) The Renaissance and the Middle Ages in Europe; 4) The Age of Revolution in Europe and in the Americas; and, 5) Reactionism, Nationalism, and Liberalism. Second semester units are: 6) The Middle East; 7) Asia: China, Japan, Korea, India, and Pakistan; 8) Africa; 9) Great Power Rivalry; 10) The Growth and Problems of Peace. A bibliography of books and visual aids is furnished. A related document is SO 003 188. (SJM)

ED 065 401 SO 003 188
Curricular Program for the Schools. K-12. Cleveland Diocesan Social Science Program.
Catholic Board of Education, Diocese of Cleveland, Ohio.
Pub Date 71
Note—155p.
Available from—Diocesan Education Office, 5103 Superior Avenue, Cleveland, Ohio 44103 ($4.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Activity Units, *Concept Teaching, Curriculum Development, Educational Objectives, Elementary Grades, *Interdisciplinary Approach, Secondary Grades, *Sequential Programs, *Social Sciences, *Social Studies

These guidelines for teachers are part of a total social studies K-12 curricular program. The guide provides a basis for developing courses of study adapted to the needs of students; to make the teacher more aware of student-performance at their respective grade level, and as a basis to make decisions regarding pilot programs and

adoption of textbooks. The ultimate goal of the interdisciplinary program is the formation of articulate, socially-conscious citizens who will work for the perfection of the world community. Planned as a total sequence so that learning is developmental and cumulative, the program emphasizes a conceptual approach recognizing that understanding, skills, attitudes, and values are all interlocking aspects of the total learning experience. Scope and sequence charts provide a framework for the K-12 curriculum, with a list of suggested activities and a bibliography of materials provided for each grade. The broad themes for primary grades focus upon family, community, and the earth; for intermediate grades, regional studies, man's adventures, and culture; for junior high, Latin America; local, and U.S. history; for senior high, global and American history, and government. Related Documents are SO 003 186; and SO 003 187. (Author/SJM)

ED 065 402 SO 003 212
Davis, Daniel F.
Service Center Papers on Asian Studies: A Critical Guide to Four Published Asian Studies Curriculum Programs. Number One.
Ohio State Univ., Columbus. Service Center for Teachers of Asian Studies.
Pub Date Mar 72
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Area Studies, *Asian History, Chinese Culture, Course Evaluation, Cross Cultural Studies, Cultural Awareness, Curriculum Evaluation, *Non Western Civilization, Program Descriptions, *Program Evaluation, Secondary Education, Social Studies, Summative Evaluation
Identifiers—*Asian Studies
Four selected East Asian Studies programs for secondary grades are analyzed and evaluated in this paper, intended as a guide for teachers and, moreover, as a model for the assessment of similar programs. Categories of criteria utilized in each evaluation are: scope and sequence, structure, level of questions, arrangement of readings and adequacy of sources. Asian Studies Inquiry Program uses a multidisciplinary approach to examine Asian thought and the historical and changing patterns of Asian life. Having both excellent materials and sources, the author feels that this is the best "total program" available. A Look Across Cultures: China, and A Look Across Cultures: Japan, are thematic, discipline oriented, and traditional, providing inadequate treatment of concepts and analytical questions. With adequate conceptual preparation and rearrangement of and supplement to the readings, the projects have merit. Kansas Extra-Mural Project focuses on the treatment of major philosophical strands of thought. The project is excellent for those concerned with the thinking process. (Author/SJM)

ED 065 403 SO 003 229
Sussna, Frances
Some Concepts of a Multi-Culture Curriculum.
Multi-Culture Inst., San Francisco, Calif.
Pub Date Oct 70
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cross Cultural Studies, Cultural Awareness, Cultural Differences, *Cultural Interrelationships, *Cultural Pluralism, Elementary Education, Ethnic Groups, *Ethnic Studies, *Fundamental Concepts, *Human Relations, Minority Groups
Ten fundamental concepts of a multi-Cultural nature are outlined to help classroom teachers acquaint children with the knowledge that they affect both character and the destiny of the ethnic group to which they belong and, moreover, of society at large. It is important that children understand at an early age the concepts that people are in many ways different, the same, and individually unique; that ethnic groups offer both cultural diversity and conformity; and that each group has an evolving identity. The concept of empathy towards others is conveyed on an individual and group basis. Intergroup relations is another important concept, inasmuch as the building of positive relations among individuals and groups is a constant challenge. The concept of racism is introduced in the hope that children will understand the legacy and manifestations of racism helping them to deal with racial problems. Knowing yourself, the last concept, is a principle that is applicable to an individual and to groups and is a life time goal. (SJM)

ED 065 404 SO 003 312
Aoki, T.
Controlled Change: A Crucial Curriculum Component in Social Education.
Pub Date Nov 71
Note—19p.; Paper presented at the Annual Conference of the National Council for the Social Studies, Denver, Colo., Nov. 26, 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Design, Individual Development, *Interaction, Personal Values, Self Actualization, *Social Studies, *Student Centered Curriculum, Values
Identifiers—*Change
Where is an appropriate point of departure for instructional planning in the social studies? I advocate an approach based on the transaction between a student and his significant world. The Transactional Unit is that segment of the interactive phase of teaching which focusses on the transaction between the student and the display. In this context, the student can be seen as being engaged in the process of becoming, viewed here as a transactional affair. Becoming is entailed in the structuring of perceptual, preferential, and manipulative acts which elaborate/transform the ongoing relationship between student and action world. Steady-state change, morphogenic change, and their sub-concepts are some of the salient concepts embedded in our notion of transaction, and provide us with a shape of the potentiality of the concept of change as a focal point in the social studies. In a social studies program based on transaction, it is crucial that the student make as part of the program the nurturing of his control in the structuring of his perceptual, appraisive, and manipulative acts guided by designative, appraisive, and prescriptive questions to effect the desired change. The transactional approach to social education calls for students' participatory commitment to the processes of change. Thus a social studies curriculum focussing on controlled change calls for the totality of our students' transactional experience. (Author/JLB)

ED 065 405 SO 003 365
Stadsklev, Ronald
A Comparative Study of Simulation Gaming and Lecture-Discussion Method.
Pub Date Jan 70
Note—118p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Affective Objectives, Attitude Tests, Classroom Games, Classroom Research, Cognitive Objectives, *Comparative Analysis, Comparative Testing, Constitutional History, Educational Games, *Educational Research, Experimental Teaching, Game Theory, *Lecture, Secondary Grades, *Simulation, Student Attitudes, *Teaching Methods
This educational research was conducted to determine what affective and cognitive effects two different teaching methods have upon a group of 10th grade students learning about the Constitution of America. Both the experimental class, taught by the simulation-game method, and the control group, taught by the lecture discussion method, were instructed by the same teacher for a period of ten days. Pre- and post-experiment content examinations and attitude surveys were given to the two groups to determine comparative effects. Providing no statistical evidence to support the hypothesis that simulation-games enhance the ability of the student to acquire more factual and conceptual knowledge, this study does indicate that games can influence students' attitudes and values in a given direction. These findings also indicate a need for further investigation of such elements as measurement of retention, relevance, and transfer factors, and effects of the two teaching methods of different achievement levels. Appendices include a teaching guide of the game "Constitution Today," content and attitude tests, and a bibliography. Related documents are ED 048 176, ED 049 099, and ED 049 100. (Author/SJM)

ED 065 406 SO 003 366
Levy, Tedd And Others
Profiles of Promise: Number One.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.
Pub Date [72]
Note—4p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Democratic Values, *Educational Change, Educational Experiments, Educational Innovation, Human Development, Individual Development, *Instructional Innovation, *Junior High Schools, Participant Involvement, Relevance (Education), School Administration, School Community Cooperation, School Community Relationship, *School Environment, Social Development, Student Participation, Teacher Participation
Identifiers—*Humanistic Education
Profiles of Promise is a series of descriptive brochures that highlight social studies and social education practices that teachers and administrators can easily adapt to their own situation. This number describes efforts at Bell Junior High School in Golden, Colorado to create a democratic environment. In the initial process of establishing goals, Project Director George Carnie talked with students and teachers about opportunities and changes needed. Teachers designed specific activities to allow students to achieve these common objectives. In the process, the principal's power was redistributed to actively involve staff, students, and community in daily operating procedures, staff policies, etc. The redistribution began by listing all school tasks and making them available to the willing and qualified. A process of growth and renewal is the basis for Bell's plan. Four processes form this growth plan: problem solving, school decision-making, open communication, and personal accountability. These four same processes are topics for an inservice program arranged with a nearby university. Individual differences in the need for structure are taken into account, meaning that neither traditional nor innovative teachers are forced into a particular teaching style. A process of continual evaluation, both objective and subjective, provides important feedback on the entire effort. (JLB)

ED 065 407 SO 003 502
Unit on Human Feelings and Relations.
Wellesley Public Schools, Mass.
Spons Agency—Abt Associates, Inc. Cambridge, Mass.
Pub Date [70]
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Affective Objectives, Communication Skills, Elementary Education, Group Relations, *Human Relations Units, *Interaction, *Interpersonal Relationship, Role Playing, Secondary Education, Slow Learners, Social Integration, Social Relations, *Social Studies Units
The human relations units, intended especially for the benefit of slow learners who may have emotional problems but also valuable for other children, help students become more aware of the dynamics of intra and interpersonal relations. Emphasis is upon involving all class members in participation at their own level. Discussion of all common concerns is a primary technique involved in the units stimulated by pictures, stories, and role plays. Students discuss feelings of anger, fear, love, hate and anxiety; types of circumstances; how to deal with circumstances; and how our feelings affect other people. Three units, each of which combines a dramatic picture, an incomplete story, and a role play are presented. Units can be given in a single day or over a period of weeks, and may be used in a sequential manner or altered by the teacher. (SJM)

ED 065 408 SO 003 503
Gray, Harry
Women of California.
Vallejo Unified School District, Calif.
Pub Date Jan 72
Note—73p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Biographies, *Females, Secondary Education, *United States History
Identifiers—*California
This publication points out the achievements of women who contributed to the development and history of California from the 16th century, when the Spanish Conquistadores moved westward into the San Francisco Bay area, to the gold rush of 1848, and during the following period when women helped stabilize society on the rugged frontier. Women not only helped to better conditions socially, economically, and politically, but also honored California with their creative litera-

ry and theatrical achievements. Important contributions by women in creating the history of the "Golden State" are briefly described. Helping to build the fine traditions of the West are Dona Marina, who served as a channel of Spanish American communication with the Aztecs; Nancy Kelsey, the first American woman to cross the plains to California in a wagon; Rosie Winters, who helped discover borax; Elodie Hogam Belloc; Aimee McPherson, an evangelist; the writer Gertrude Atherton; Sister of the "Reliquese De Sacre Coeur" who was active in education; the opera star Luisa Tetrazzini; Dr. Louise Hector, a pioneer physician; and Sister Marie Goemaere who founded Women's College. (SJM)

ED 065 409 SO 003 508

Consumer Education in the Secondary Curriculum: Guidelines for Implementation.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.

Pub Date 72

Note—64p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activity Units, *Consumer Economics, *Consumer Education, Guidelines, *Interdisciplinary Approach, Secondary Grades, Social Studies, Teaching Guides

Guidelines are suggested here for integrating consumer subject matter into existing secondary curricula, developing a team approach, or developing a systems approach that involves the entire school and community rather than offering a separate consumer education course. Any or all of the above suggestions might be utilized within a school district. The purposes of consumer education are to help each student: 1) to develop his own value system; 2) to develop a sound decision-making procedure; 3) to evaluate alternatives in the marketplace; 4) to understand his rights and responsibilities as a consumer; and 5) to fulfill his role in directing a free enterprise system. Selections are presented offering general objectives, performance objectives, content, and activities for each of the following eleven disciplines: Business Law; Business Mathematics; Distributive Education; English; General Business; Health; Home Economics Education; Industrial Arts; Mathematics; Science; and Social Studies. (Author/SJM)

ED 065 410 SO 003 509

Israel Education Abstracts: A Selected Bibliography. Volume Six, Number Three. (August 1971 - November 1971.)

Bar-Ilan Univ., Jerusalem (Israel). Dept. of Education.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (D-HEW), Washington, D.C.

Report No—TT-71-50006-3

Pub Date 71

Note—63p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Abstracts, *Annotated Bibliographies, *Comparative Education, *Educational Administration, *Educational Methods, Educational Philosophy, Educational Policy, Educational Practice, Educational Programs, Elementary Education, Foreign Countries, Higher Education, Secondary Education

Identifiers—*Educational Systems, Israel

Hebrew and Arabic books and articles selected during the period of August 1971 to November 1971 are part of a collection of volumes comprising annotated bibliographies that include author and publishers indices for each abstract written in English. The volume is divided into two parts: 1) includes items on Foundations of Education, The Educational Data-Media Age, The Educational Ladder, Teaching-Learning Process, Educational Frameworks, Administration of the Educational System, The Web of Government, Teaching of Various Subjects, and Jewish Education in the Diaspora; and, 2) is a section on abstracts of articles on "The Independent Educational System of the Agudat Yisrael (1944-1969)". The schools, although recognized by the government are nonofficial, modern state-religious institutions. For other volumes see: ED 027 806; ED 032 995; ED 037 820; ED 049 138; ED 049 139; SO 002 337; and SO 002 338. (SJM)

ED 065 411 SO 003 510

Selected Bibliography of Yugoslav Educational Materials. Volume 7, Number 3, 1971.

Yugoslav Inst. for Educational Research, Belgrade.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (D-HEW), Washington, D.C.

Report No—TT-71-56005-03

Pub Date 72

Note—52p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, *Annotated Bibliographies, *Comparative Education, *Educational Development, Educational History, Educational Legislation, Elementary Education, Exceptional Children, *Foreign Countries, *School Systems, Secondary Education, Teacher Education

Identifiers—*Yugoslavia

Ninety-seven citations of books, monographs, and periodicals published in 1971 are included in this descriptive annotated bibliography that is translated into English. History, research, schools and institutions, reform, management, problems, motivation, teacher training, and development of the Yugoslav educational system are described. Arrangement is by topics sub-divided at the instructional level. Related documents are ED 043 961, ED 049 995, ED 051 710, ED 055 959, and ED 058 144. (SJM)

ED 065 412 SO 003 511

Bosco, James Robin, Stanley

Reconstruction in the Relation of Social Science and Education.

Pub Date Apr 72

Note—32p.; Paper presented at the American Educational Research Association Meeting, Chicago, Illinois, April 5, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College School Cooperation, *Education, Educational Experiments, *Educational Research, Higher Education, *Interdisciplinary Approach, Research and Development Centers, Research Projects, *Social Sciences

Identifiers—Twelfth Street School Project

This paper considers the reconstruction of the relationship of social science and education, and examines two main alternatives, first, that efforts to join social science theory and research to education are irrelevant and deleterious--a position which is discussed, analyzed, and refuted-- and second, as purported by the authors, that social science theory and method are relevant to educational enterprises. The Twelfth Street School Project illustrates how a development of structure can bring together university faculty and school system personnel to work jointly and cooperatively in a "Center for Innovation and Research." The structure and organization present an embodiment of five premises. 1) The collaboration of educator and social scientist can best occur on the neutral ground of a center. 2) The disciplines in a joint effort must depend upon analysis of the problem and upon the orientations of collaborators. 3) A close relationship between university researchers and school practitioners is necessary. 4) Research contacts should be sustained and cohesive. 5) The same research findings can contribute to a disciplinary body of knowledge and to the solution of "real" problems of teacher and administrators. The Center has produced an understanding about the possibilities of a productive relationship of social science and education. (Author/SJM)

ED 065 413 SO 003 512

Woock, Roger R.

Toward a Marxist Critique of the Romantic School Critics.

Pub Date Apr 72

Note—12p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Change, Educational Objectives, *Educational Philosophy, Relevance (Education), Romanticism, *Social Change, Social Systems

Identifiers—*Marxism

Fourteen romantic school critics share as a group common views of: the goodness of man in his natural state; the organizational or technological society as inhibiting and limiting individual development; teaching as a nurturing act; and conflict in American society as something which unites. They all write in an a-political non-programatic tone but do not, however, provide adequate explanations for their view. Four general questions point toward a Marxist critique of the romantic school critics. 1) Is education in North American society a failure or a success? 2) What is happening educationally to the "poor", the deprived, minority group? 3) What is the most important function of North American Education? 4) What are the possibilities of educational reform under capitalism? Romantics have helped Marxist scholars by focusing attention on public education; providing clear illustrative material for a more fundamental analysis, and providing consciousness raising experiences for those who have taken their message seriously. It is the author's hope that reformers will realize that only through a revolutionary change in American society can educational reform occur in school. (Author/SJM)

ED 065 414 SO 003 727

Patrick, John J. Glenn, Allen D.

The Young Voter: A Guide to Instruction About Voter Behavior and Elections.

National Council for the Social Studies, Washington, D.C.

Pub Date 72

Note—157p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($3.25)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—Citizenship, *Civics, *Elections, *Political Issues, Political Science, Political Socialization, Politics, Public Affairs Education, Resource Guides, Secondary Grades, *Social Studies, Teaching Guides, *Voting

Identifiers—Eighteen Year Old Vote

The main purpose of this volume is to provide information and ideas which might contribute to the improvement of secondary school instruction about voter behavior and elections. The focus is on the real political world and why people behave as they do. Facts and ideas are drawn from the work of social scientists, and the questions raised are those that have guided social scientists in their analyses of voter behavior. In Chapters 1-5 fundamental questions about elections and voter behavior are raised, pertinent facts and ideas are discussed, and sample lessons are presented. In all, there are nine sample lessons. They cover a variety of topics; and some teach specific skills. One lesson, for example, focuses on reading and interpreting political polls. Others are case studies of political situations. The Appendix is a guide to books, periodicals, films, and simulations about voter behavior. These materials can be used as background material for the teacher or to enrich instruction. (JLB)

ED 065 415 SO 003 729

Hanson, Mark

On Social Systems Theory as a Predictor of Educational Change: The Adoption of Classroom Innovations.

Pub Date 72

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Science Research, Behavior Change, Behavior Theories, *Educational Change, *Educational Innovation, *Educational Planning, *Educational Research

Whether or not an innovation in education is accepted is often dependent upon its direct affect on the stability of the adopter. A framework of organizational theory provides structure and meaning for a study on differing positive/negative responses of distinct groupings of educators toward the adoption of innovative practices. Educational change occurs within the framework of a school system made up of six subsystems of students, teachers, principals, central office administrators, parents, and community; each subsystem tending toward a status quo and operating independently (although interdependently when required). In this study, involving the principal and the teacher subsystems, four educational innovations were selected and offered, each to impact in the "zone of indifference," likely to produce positive response, and in the behavioral "zone of reaction," likely to generate negative response and anxiety if confronted with change. Findings suggest that the educational subsystem required to make the greatest modifications in normal operating procedures will raise the highest level of resistance. This indicates that resistance can be predicted and furthermore, through identification of systems required to make the greatest changes, that it is possible to plan strate-

gies that will help subsystems adapt to a program change. (SJM)

ED 065 416 SO 003 735

Great Issues: Social Studies Elective - Grade 12; Great Issues A - Regents Credit; Great Issues B - School Credit.

Syracuse City School District, N.Y.

Pub Date May 70

Note—39p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activity Units, *Critical Thinking, Current Events, Curriculum Guides, Developing Nations, Dissent, Grade 12, Human Relations, Local Issues, Political Issues, Population Growth, *Public Affairs Education, Resource Guides, Secondary Grades, *Social Problems, *Social Studies, Urban Studies, *World Problems

Identifiers—*Controversial Issues

This revised social studies course outline follows the New York State Methodology in the development of understandings, the building of concepts, and the generalizations arrived at in the study of a variety of broad issues at the local, state, national, and international levels. General objectives are to provide students with opportunity for in-depth study in critical thinking on current issues, using discussion as a primary teaching technique and also activity units that incorporate some role playing. Concepts, understandings, suggested activities, and resources provide a framework for each of twelve relevant issues on the relationship between urban and suburban areas, students' voices in education, racial conflict, social problems, censorship, protest and dissent vs law and order, pollution, poverty, human relations, living in space, population control, and the roles of Asia, Africa, Latin America in tomorrow's world. (SJM)

ED 065 417 SO 003 769

McClellan, Bruce Osgood, Esther E.

Renewal: The Challenge to the Schools and The View From "Forty Years On."

National Association of Independent Schools, Boston, Mass.

Pub Date 3 Mar 72

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Change, *Educational Development, Educational Improvement, Educational Needs, Educational Objectives, *Educational Philosophy, Educational Quality, *Private Schools, Social Change, Speeches

Two addresses dealing with educational change, given at the NAIS conference in March, 1972, are presented in this brief pamphlet. In the first, Bruce McClellan speaks about the need for independent schools to respond to challenges of social change in an optimistic rather than a pessimistic manner as they face the task of educating a new generation for a new world. With increasing technology the need for individual freedom and self-awareness becomes greater as a counterpoise. Because we live in a world of struggle between anonymity of machinery and technology and the inner tensions of humanity -- a world also of creative and destructive forces -- a paradoxical situation exists. The challenge is to first recognize the problem, and then respond to it. In the second speech, Esther E. Osgood briefly describes a panorama of educational interests and reform during the last forty years in independent schools. Each decade focused upon different aspects of education, evidence that education is a constant flux of change and will always be different in the future. (SJM)

ED 065 418 SO 003 771

Horton, Robert V.

A Plea for a Fourth Tradition - and for Economics. Paper Number 352.

Purdue Univ., Lafayette, Ind. Herman C. Krannert Graduate School of Industrial Administration.

Pub Date May 72

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Concept Teaching, *Economic Education, Economics, *Educational Methods, *Inquiry Training, Problem Solving, Social Sciences, *Social Studies

This paper was written in response to an article entitled "Defining the Social Studies: An Explanation of the Three Traditions" by James L. Barth and S. Samuel Shermis. The three positions portray social studies as citizenship transmission; as social science; and as reflective inquiry. These authors favor the latter position, defined as a process of decision making as to significant social problems perceived by students to be of considerable concern to them. An alternative position is proposed in this paper, namely, that the structure of economics should be an important organizing vehicle in the social studies and presents a case for a fourth tradition. The structure of a discipline should be defined as the interrelationships of its important concepts and the concepts of science as a tool for repetitive assistance to a reflective inquirer. Problems for inquiry must be selected and organized so as to lead to an understanding of such a structure. The paper concludes with a further detailing of the case for economics education, pointing out the essential nature of the need for more citizens to understand and apply economic concepts in individual, business, political, and societal matters. (Author/SJM)

ED 065 419 SO 003 774

Braham, Randolph L.

Education in Romania: A Decade of Change.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—DHEW-OE-14161

Pub Date 72

Contract—OEC-0-70-3272

Note—155p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Adult Education, *Comparative Education, *Educational Administration, *Educational Change, *Educational Development, Educational History, Educational Philosophy, Educational Policy, *Educational Practice, Educational Programs, Elementary Education, Government Role, Higher Education, Preschool Education, Secondary Education, Vocational Education

Identifiers—*Romania

This second study of Romanian education reports important reforms that have strengthened the educational system and, moreover, provides a picture of the system at all education levels as of the 1969-70 academic year. Since Communist acquisition of power late in 1947, three major educational reforms have reflected a progressive nationalistic educational trend. The first, in 1947, aligned Romania's Western-oriented educational system with that of the Soviet Union; the second, in 1955, called for reorganization of the schools along polytechnical lines. Revealing a bolder posture toward national independence and also reflecting political aspirations and educational objectives of the regime, the third reform in the 1960's was designed to further Romania's long-range plans for industrialization and technical development and fostered change in general education, higher education, teacher education, and the vocational system. Among the achievements of this latter reform were: 1) the revitalization and modernization of higher education, and alignment of Romania's higher education with the modernization process occurring in the west; 2) extension from 8 to 10 years of free and compulsory education; 3) a rise of enrollment at all levels; and, 4) reorganization of vocational education. (SJM)

ED 065 420 SO 003 775

Goldstein, Eleanor C.

Social Issues Resources Series. Population.

Exotech Systems, Inc., Washington, D. C.

Pub Date 72

Note—286p.

Available from—Exotech Systems, Inc., 525 School Street, S.W., Washington, D.C. 20024 ($30.00)

Document Not Available from EDRS.

Descriptors—*Environmental Education, Instructional Materials, *Population Education, *Population Growth, Secondary Grades, *Social Problems, Teaching Guides

Identifiers—*Social Issues Resource Series (SIRS)

The Social Issues Series (SIRS) is a set of volumes with each one addressed to a different social issue. Each volume consists of articles which have been reproduced from newspapers, magazines, journals and government publications representing the prevailing spectrum of opinion, emphasis and complexity. Each volume is in loose-leaf notebook format, with the articles and binder color-coded for easy identification. Approximately sixth articles are contained in a volume, arranged in chronological order; supplements are planned for publication twice each year. Articles were selected to support a systematic study of an issue, using the problem-solving approach. Thus, the materials in each volume provide descriptions of the symptoms of the problem, examination of different aspects of it, definitions, determination of the scope of the problem, analyses of its causes and possible solutions. The series can span a wide range of grade levels. Each volume is accompanied by a Teacher's Guide which briefly describes some teaching strategies that might be used with this material--inquiry, class discussion, problem solving, and model construction. Suggestions for evaluations are also made. This volume on population contains articles from 1956 through 1971, and sources of the articles range from the Bulletin of the Atomic Scientists to Look magazine. SO 003 776 is related. (Author/JLB)

ED 065 421 SO 003 776

Goldstein, Eleanor C.

Social Issues Resources Series. Pollution.

Exotech Systems, Inc., Washington, D. C.

Pub Date 72

Note—277p.

Available from—Exotech Systems, Inc., 525 School Street, S.W., Washington, D.C. 20024 ($30.00)

Document Not Available from EDRS.

Descriptors—*Environmental Education, Instructional Materials, *Pollution, Secondary Grades, *Social Problems, Teaching Guides

Identifiers—*Social Issues Resources Series (SIRS)

The Social Issues Resources Series (described more fully in SO 003 775) was developed to: 1) Create a continuous flow of resources for the teacher and student with which to apply the methods of inquiry, problem-solving, and creative research; 2) provide resources of diverse scope and comprehensiveness; 3) encourage the study of contemporary issues as a central element of the curriculum; 4) familiarize students with the wide variety of magazines, newspapers and journals important to a well informed citizen; and 5) develop analytical reading habits that will transfer to adult life. This volume on pollution contains articles dating from 1959, when the condition began to be widely recognized, to December of 1971. A wide range of views and sources are represented. A Teacher's Guide accompanies the volume. (Author/JLB)

ED 065 422 SO 003 920

Calvert, John F.

Change in Student Perceptions of the "Social Studies" Following the Introduction of MACOS.

Eastern Regional Inst. for Education, Syracuse, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2875

Pub Date 1 Nov 70

Note—18p.

Available from—Eastern Regional Institute for Education, 635 James Street, Syracuse, New York 13203

Document Not Available from EDRS.

Descriptors—Attitude Tests, *Changing Attitudes, *Course Evaluation, *Educational Research, Elementary Education, Participant Satisfaction, *Social Studies, *Student Attitudes

Identifiers—*Man A Course of Study

Whether 5th grade students will develop a more positive attitude toward social studies as the result of being introduced to a new social studies program, "Man: A Course of Study (MACOS)" is the question investigated in this study. Objectives of the study are to obtain information relative to the following: 1) will the introduction of MACOS make more positive the "perceptual set" of students toward the social studies? 2) will their choice of descriptors used for the social studies become more positive after the course? 3) are there sex differences in these matters? Methods relative to the introduction of MACOS included administering a pre-test and a post-test requiring students to rank their five major subjects in order of personal preference and in order of personal difficulty, and to circle descriptors which best reflected how they felt about social studies. Findings indicate that the students had a more positive "perceptual set" toward social studies

and also increased their selection of positive terms toward social studies after having taken MACOS. Social studies courses markedly increased in popularity and declined as a subject of difficulty among both boys and girls, the magnitude of change being greater for boys than for girls. (SJM)

ED 065 423 SO 003 973
Rodeck, Mrs. Willard And Others
You and the System: An Alternative to Revolution.
Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.
Pub Date 72
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Activity Units, *American Government (Course), Citizenship, *Citizenship Responsibility, Civics, Curriculum Guides, Dissent, Elections, *Political Science, Secondary Grades, Social Studies Units, *Voter Registration, *Voting, Voting Rights

This curriculum guide for secondary grades encourages new young voters to understand and participate in the political system. A major objective is to help students consider the political system as an agent of change, and, moreover, to help them understand how individuals control, influence, and change government. Students learn that there are many ways to change laws and that one of the most effective ways is through the ballot. Focus is upon exercising voting responsibility. Teaching techniques attempt to involve students in discussion and participation through activity suggestions. Three major sections comprise the three week mini-course which, being suggestive rather than prescriptive, can be adapted to a longer or shorter period of time. I. "Why Government?" offers concepts, challenges, and purposes of government. II. "How to effect change in government" analyzes needs and methods for changing laws. III. "How do I become involved?" examines reasons for and insights into political parties and offers specific instructions to young people on how to register and vote. (SJM)

ED 065 424 SO 003 974
Community Peace Action Resource Kit: China in the International Community.
American Friends Service Committee, New York, N. Y. Metropolitan Regional Office.
Pub Date [72]
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Action Programs (Community), Activity Learning, Adult Education, Asian History, Community Development, *Foreign Policy, *Foreign Relations, *Non Western Civilization, *Peace, Resource Guides, *World Affairs
Identifiers—*China, Learning Activity Packets

As part of a broad effort to world peace this resource kit supplies information on China and attempts to motivate people to work in their communities on concerns of China. Emphasis in the kit is upon placing equal weight on both information and action. Four background articles give the reader an introduction to China's self-image in world affairs. Respectively, these articles: survey foreign policy since 1949, which is based on a combination of security considerations, ideology, and a desire for world recognition; illuminate present foreign policy concerns which differ from United States interest and priorities; present excerpts from Chiao Kuan-hua's speech that are to be emphasized in the United States-China relations are suggested and specific programs provided for groups who want to work on China concerns. Lastly, a resource section includes a bibliography of books, pamphlets, periodicals, and also sources for speakers, films, and other programming aids for use by individuals and communities. (Author/SJM)

ED 065 425 SO 004 008
Madden, John R. And Others
Rose Tree Media Social Studies Curriculum Evaluation. Final Report.
Rose Tree Media School District, Media, Pa.
Pub Date Jul 71
Note—132p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Cognitive Tests, Course Evaluation, Course Objectives, *Curriculum Development, *Curriculum Evaluation, Data Analysis, *Evaluation, Evaluation Methods, *Evaluation Techniques, *Social Studies, Social Studies Units, Student Testing, Test Construction, Test Interpretation

The report describes the organization and implementation of an evaluation of the Rose Tree Media Social Studies Curriculum. A questionnaire designed to gather teachers' assessment required response to twelve sets of statements reflecting sound curriculum procedures. Teams of teachers constructed tests summarizing the curriculum of each year covered by team members. (Appendix 1.) Objectives of each year's work were interpreted from the curriculum guide and stated in behavioral terms. From these objectives, five examinations were constructed, for grades 2, 4, 6, 9, 12. (Appendix 2.) A standardized American History test was administered to all 11th grade students. Student opinions were gathered in informal sessions; an 11th grade student designed a research study to gather additional data. Six informal meetings were held with interested citizens. Conclusions indicated a need for clearly stated objectives (knowledge, skills, attitudes to be imparted to students). Structure of curriculum, teacher training in social science concepts, development of coordinated courses in American history, elective courses, and addition of Western Civilization courses are the six primary recommendations. (JMB)

ED 065 426 24 SO 004 017
Treuting, W. L. And Others
University-Urban Interface Program. Background Paper: The University and the Community in the Domain of Health.
Pittsburgh Univ., Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0725
Pub Date Dec 71
Grant—OEG-2-9-480725-1027
Note—49p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Cooperation, Community Health, *Community Relations, *Conflict Resolution, *Health Services, *Interagency Cooperation, Local Issues, Role Perception, Social Problems, *Urban Universities
Identifiers—Pittsburgh

The first part of the paper focuses on concepts and ideas which can be used to discuss interface in any field or domain. For example, meaning of words "community" and "university" are sorted out. Attention is given to the idea of interface as expectations, goals, attitudes, purposes and behavior. In the second part, these same concepts are re-examined in the domain of medical and health services in a community with a university medical facility. Many issues are raised but no stand is taken. The paper is designed to stimulate thinking about what an individual in the "university" or in the "community" might do in reaching an interface. (Related documents are SO 004 018 and SO 004 019.) (Author/VLW)

ED 065 427 SO 004 018
Nehnevajsa, Jiri
University-Urban Interface Program. Pittsburgh Goals: Some Issues.
Pittsburgh Univ., Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0725
Pub Date 21 Oct 71
Grant—OEG-2-9-480725-1027
Note—11p.; Paper presented at Community-University Forum on Conflict Management (Pittsburgh, Pennsylvania, October 21, 1971)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Action, *Community Change, Community Cooperation, Community Leaders, *Community Planning, *Community Problems, *Community Relations, *Community Study, Conflict Resolution, Local Issues, Social Problems, Speeches, Urban Universities
Identifiers—Pittsburgh

The Pittsburgh Goals Study about which this speech centers is SO 004 019. Issues identified by the leaders questioned which seem particularly crucial for the next five years in the development of Pittsburgh are: pollution control; public welfare system; drug problem; health services; low cost housing; rapid transit. Two more issues, Metropolitan Government, and influx of business and industry, are considered desirable but there is relative pessimism regarding the chances that something will be accomplished in five years. Three impediments to development of any of these issues are: 1) the community leaders; disenchangment with Republican and Democrat politics, politicians and political organization; 2) pessimism on the part of community leaders; 3) the feeling that an inspirational and catalytic leadership linking patterns of governance with the larger body politic of the community does not exist. Knowledge of these perspectives may contribute to dialogue conducive to crystallization of concensus, avoidance of conflict, and utilization of conflict dimensions which may be at the core of creative responses to the problems. (Another related document is SO 004 017.) (Author/VLW)

ED 065 428 SO 004 024
Social Studies: Tentative Syllabus; Grade 12: Advanced Government.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 67
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*American Government (Course), Case Studies, *Citizenship, Citizenship Responsibility, *Civics, Cognitive Processes, Concept Teaching, Curriculum Guides, *Decision Making, Democracy, Grade 12, *Political Science, Public Affairs Education, Secondary Grades, Sequential Programs, Social Studies Units

Twelfth grade students have the opportunity to explore the governing process in a one semester elective course presented in this preliminary draft. The objective of the course is to prepare students for full citizenship responsibilities by giving them a realistic understanding of the processes of governing in the United States. Focus is upon process education techniques with primary emphasis on the decision making process. Since previous sequential programs have familiarized students with basic theory and structure of government, the emphasis here is upon using skills and techniques of the political scientists. A framework of points of view and major ideas for developing teaching plans is outlined. For each main topic case studies are suggested. The curriculum is divided into six topics beginning with an introduction, which includes an examination of the purposes of government and of democracy, and an explanation of the decision making process. Subsequent topics unfold the process itself: carrying out the decision, and re-evaluating and analyzing the decision. A tentative flow chart of K-12 social studies program is included. (Author/SJM)

ED 065 429 SO 004 025
Clark, Walter Houston
The Place of Drugs in the Religion of the Counter Culture.
Pub Date 72
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Drug Education, *Educational Research, *Mysticism, *Narcotics, *Religious Cultural Groups, Religious Education
Identifiers—Counter Culture, *Drug Use

The thesis of this paper is that the main catalyst of religious interest of the counter culture has been the use of psychedelic drugs along with marijuana. The author determined, through investigating subjective experiences of an unselected population of 100 users of LSD type drugs and 20 users of cannabis drugs, that psychedelic drugs are mystical in their effect. The data were gathered by a questionnaire asking the respondent to compare his experiences under drugs with normal everyday experiences, ranking them in six degrees of intensity from "0 no different from normal" up to "5 - beyond anything ever experienced or imagined." Findings indicate that category 5, the most intense rating, was the mode of distribution for users of LSD type drugs, with cannabis users not so intense. All respondents rated positively at least some of the characteristics of profound religious experience. The findings suggest that the religion of the counter culture is not only a nonrational, pure experience of being but also rational in that interpretation of the experience builds a rational base, as in theology, for example. Although drugs may not be religious in themselves they can be a means of triggering a religious process. (SJM)

ED 065 430 SO 004 030
Humanities I: Man and Evolution.
John Dickinson High School, Wilmington, Del.; Stanton School District, Wilmington, Del.

Pub Date [71]
Note—44p.
Available from—Stanton School District, 1800 Limestone Road, Wilmington, Delaware 19804 ($2.00)
Document Not Available from EDRS.
Descriptors—Activity Units, *Concept Teaching, Curriculum Guides, Evolution, Grade 10, History Instruction, Human Development, Humanities, *Humanities Instruction, *Interdisciplinary Approach, Language Instruction, Resource Guides, Secondary Grades, Sequential Programs, *Social Studies Units, *Team Teaching, Thematic Approach
Identifiers—*Humanistic Education

As a result of the evaluation that many English and social studies courses inadequately prepare students for today's world, a humanities program was designed to deal with real social, ethical, and educational problems while retaining the essential skills and ideas of the traditional subjects. This syllabus, the first of three sequential humanities courses offered in Dickinson, provides tenth grade students with general guidelines for a one year credit course in humanities. Team Teaching permits a combination of instruction to be carried on in large groups, small seminars, labs, and independent study in an attempt to help each student reach his potential. Each of the five units is introduced by a problem statement; a concept which reaches a tentative conclusion; an objective which gives a purpose for the unit; and content which refers to activities, materials, and questions that will be handled by the suggested methodology. Five units discuss man's need to know himself; how communication has helped man become more human; the interaction of biological and social factors on the evolution of man in becoming human; man's struggle within his environment; and Man's struggle to master himself. Suggested questions are given after each unit to measure how well each student has learned the concepts. Lists of resources are provided. Related documents are SO 001 713 and SO 004 031. (SJM)

ED 065 431 SO 004 031
Humanities III: The Future of Man.
John Dickinson High School, Wilmington, Del.; Stanton School District, Wilmington, Del.
Pub Date [71]
Note—53p.
Available from—Stanton School District, 1800 Limestone Road, Wilmington, Delaware 19804 ($2.00)
Document Not Available from EDRS.
Descriptors—Activity Units, Communications, Concept Teaching, Curriculum Guides, Economics, Ethical Instruction, Grade 12, *Humanities Instruction, *Interdisciplinary Approach, Philosophy, Political Science, *Problem Solving, Resource Guides, Secondary Grades, Sequential Programs, *Social Problems, *Social Studies Units, Team Teaching, Values
Identifiers—*Futurism

This humanities syllabus, the last in a series of three sequential programs, is intended for 12th grade students. Rationale, objectives, guidelines, methods, and arrangement are given in SO 004 030. Some of the major objectives of the course are to: (1) create an understanding of the nature of communication and its impact on human activity; 2) explore some problem solving techniques and philosophies and their possible impact on human direction; 3) show the relationships which determine formation of values with a view toward value planning for the future; 4) discover major technological, social, political, economic, and aesthetic problems that man must successfully contend with in order to survive; and 5) reveal that the positive approach to a problem is dealing with it squarely. Focus in Humanities III is upon students pondering the quality of life and ways that will make life better, and moreover, on presupposing a more humanistic future world. Related documents are SO 004 030 and SO 001 713. (Author/SJM)

ED 065 432 SO 004 035
Stegner, Robert W. And Others
A Sourcebook for Population-Environment Studies. Experimental Edition.
Delaware Univ., Newark. Population Curriculum Study.
Pub Date 72
Note—230p.
Available from—Population Curriculum Study, 205 Willard Hall, University of Delaware, Newark, Delaware 19711 ($3.50)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Annotated Bibliographies, *Conservation Education, *Demography, Ecology, Elementary Education, *Environmental Education, Land Use, Natural Resources, Pollution, Secondary Education

This annotated sourcebook, arranged in three sections by form, is comprised of book, periodical, and 16mm film citations and designed to assist teachers and administrators in the selection of materials for school programs in population-environment studies. Selection was on the basis of their usefulness for school programs. Annotations given are the opinions of teachers participating in a workshop of the Population Curriculum Study. The comprehensive book bibliography of publications dating from 1955 through 1971 offers a valuable guide to establishing a basic school library in population studies. Books are arranged by the following topics: demography, ecology, genetics, medical sciences, natural resources, pollution, population control and education, regional planning and land use, social, political, and economic factors, and futurism. These books are coded as to intended grade level. Several curriculum guides and lab manuals are included. Films were selected on the basis of availability, currentness, and those enhancing the concept development. Included are a topical cross index and sources for distributors of films. (SJM)

ED 065 433 SO 004 036
Crisis Paper Number 20. Nixon Abroad: the New Diplomacy.
Atlantic Information Centre for Teachers, London (England).
Pub Date 72
Note—20p.
Available from—Atlantic Educational Publications, 23/25 Abbey House, 8 Victoria Street, London, SW 1H OLA. ($.75)
Document Not Available from EDRS.
Descriptors—Current Events, Developed Nations, Developing Nations, *Foreign Policy, *Foreign Relations, International Education, Political Science, *World Affairs, World History
Identifiers—*Diplomatic History

Selected newspaper and journal comments from thirteen countries reflect the biases of national interest. Multi-national views range from hostility to muted approval of Nixon's attempt to remold the diplomatic systems with arranged American-Chinese and American-Russian visits. Since sovereign states invariably interpret foreign affairs in terms of their self-interest the Soviets, Chinese, North Vietnamese and Eastern European comments all expectedly reflect nuances of differing national standpoints. The North Vietnamese comments are the most hostile, while the Soviet excerpts reveal uncertainty, and the East Germans remain loyal to Russia. Conversely, Romania hails the visits with satisfaction. Unfriendly to China, India sides with Russia but recognizes that the Peking visit marks the end of an ideology-based U.S. foreign policy. In a detached, objective reflection, France welcomes the reemergence of realism in U.S. foreign policy, and England expresses muted optimism. (SJM)

ED 065 434 SO 004 342
Marland, S. P., Jr.
The Long March.
Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.
Pub Date 72
Note—12p.; Speech presented at Baptist Church, West Palm Beach, Florida, Sunday, May 21, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Christianity, Educational Improvement, Ethical Instruction, *Ethical Values, Moral Values, Private Schools, *Public Schools, *Religious Education, Social Change, *Social Values, Speeches

In the rapid process of change within the last decade our schools have taken on a very important, non-traditional, and also highly moral role – fulfilling as social instruments America's pledge that all citizens have an equal chance for intellectual and material opportunities. Moreover, the schools today are working intensely to shed dehumanizing institutionalism. The social issues of our day rest directly on changeless values represented in Christianity. Values must be transmitted from generation to generation by means of our educational institutions supplementing the example and instruction of the church and family. (Author/VW)

ED 065 435 SO 004 343
The Negro in the Social Studies Curriculum.
Madison Public Schools, Wis. Dept. of Curriculum Development.
Pub Date 68
Note—115p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Changing Attitudes, Curriculum Guides, *Episode Teaching, Grade 5, Grade 8, Grade 9, Grade 11, Grade 12, *History Instruction, Negro Culture, *Negro History, Negro Role, Primary Grades, Racial Attitudes, *Social Studies Units, Sociology, Student Attitudes, *United States History

Instructional episodes are developed in this guide to illustrate focus and strategies for teaching Negro history K-12. Each episode reflects the anticipated social and intellectual maturity of the pupil at the grade level selected. Materials for primary levels stress human interaction within society; materials and activities chosen for grades 5, 8, and 9 begin to develop the distinction between ideal and real life; secondary school samples capitalize upon the emphasis of the elementary program and focus upon increasing precision of critical thinking as well as accuracy of knowledge. The secondary episodes are for U.S. history since 1929 in grade 11 and a sociology course in grade 12. In all episodes teacher and students try to determine if their attitudes have changed as a result of the study. Activities are adapted to local and state history and conditions. Student materials, quizzes, teaching strategies, and bibliographies are included in some episodes. (Author/VW)

ED 065 436 SO 004 344
Becker, James M. East, Maurice A.
Global Dimensions in U.S. Education: The Secondary School.
American Political Science Association, Washington, D.C.; International Studies Association, Syracuse, N.Y.
Pub Date 72
Note—52p.
Available from—American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C. ($1.50;$5.00/set of four)
Document Not Available from EDRS.
Descriptors—Area Studies, Bibliographic Citations, *Cross Cultural Studies, *Curriculum Development, Educational Change, *International Education, Mass Media, Program Descriptions, Secondary Grades, Social Sciences, Social Studies Units, Surveys, Teaching Methods, Values
Identifiers—Spaceship Earth

Globalized or "spaceship earth" approaches in secondary school curricula are reviewed in this booklet which is the second in a series of four. SO 003 090 is an abstract of the state of the art review of the globalized curriculum in the elementary grades. Perspectives on social education are discussed. A survey of international studies in secondary schools conducted by the authors is analyzed and summarized. In the last section challenges and prospects are summarized for those seeking change in international studies. Among the favorable developments are the scholarly groundwork for a fresh approach that was laid by curriculum development projects, influence of comparative studies, use of simulation and role playing in the classroom, impact of mass media and travel, use of data analysis, utilization of language and area studies personnel, ecological issues, and multiplicity of materials. (VLW)

ED 065 437 SO 004 354
Social Studies: Grade 7-Our Cultural Heritage; and Grade 8-United States History.
New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 72
Note—151p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—American History, Colonial History (United States), *Concept Teaching, Constitutional History, *Cultural Background, Grade 7, Grade 8, History, *History Instruction, Interdisciplinary Approach, Reconstruction Era,

Revolutionary War (United States), Secondary Grades, Sequential Learning, *Social Studies, *United States History, Western Civilization

This bulletin, the first of a series of three, presents a tentative structure for courses in early secondary school social studies. Objectives are for pupils to learn to find, analyze, and weigh available evidence in their own search for truth; to learn a different approach each time a topic is restudied at successive grade levels; to develop and reinforce understandings; to arrive at generalizations that will broaden basic concepts in the various social studies disciplines; to interpret various topics and issues related to man and his environment; and to employ history and social sciences in the study of man and his culture. The syllabus format in this bulletin is designed to provide points of view and major ideas and guides for developing teaching plans. A general overview gives a rationale for each course. This is followed by the main body of the syllabus: understandings and related content. Emphasis is upon teachers devising and using those methods by which pupils are motivated to work with study materials in such ways that the pupils themselves discover the desired understandings. In the seventh grade syllabus Pre-Columbian discovery, exploration, and colonization periods are studied; however, primary emphasis is upon studying aspects of culture in New York state. Grade 8 shifts to the national scene, with the study of United States history from the period of independence to the present. (Author/SJM)

ED 065 438 SO 004 361

Environment and the Community: An Annotated Bibliography.

Department of Housing and Urban Development, Washington, D.C.

Report No—HUD-233-A

Pub Date Apr 71

Note—70p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *City Planning, Community Health, Community Planning, Conservation Education, *Ecology, *Environmental Education, Environmental Influences, Housing, Land Use, Pollution, Population Growth, Technology, *Urban Environment

Three hundred and nine citations of books, reports, and articles dating from 1964 to 1971 are included in this annotated bibliography, intended as a selection tool for concerned citizens, architects, builders, and city planners emphasizing the environment of American cities and communities. It is topically arranged into sixteen broad sections with author entries to provide complete bibliographic information. Topics are: general background, architecture and urban design, community facilities, ecology, environmental quality, environmental planning, housing, land use, mental and physical health, noise, pollution, population pressures; recreation, technology: present and future; transportation and highways, and working conditions. A bibliography of bibliographies is listed at the end of each subject to further enable users to pursue their particular interests. Selected films, periodicals, and organizations are included as supplementary sources of information and guidance. An author index is also included. (SJM)

ED 065 439 SO 004 427

Pivar, David J.

The Changing Structures of Historical Knowledge and Undergraduate Curriculum. Paper Number 1.

California State Coll., Fullerton.

Pub Date [69]

Note—23p.; Seminar Papers Series

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conceptual Schemes, *Curriculum Development, Educational Change, Educational Needs, Higher Education, History, *History Instruction, *Interdisciplinary Approach, Relevance (Education)

Advocating reform of the history curriculum, this paper builds upon the "paradigmatic" impact of scientific advancement upon social and cultural, as well as intellectual and scientific, communities. Historians are constructing new paradigms of the discipline structure by stressing theory, methodology, and by relating historical knowledge to general knowledge, all pointing to the necessity of an interdisciplinary approach to promote good scholarship and analytic history. New perspectives are reflected in historians' works but not in curriculum structure. The profession could incorporate changes, first, by delineating theories of curriculum accepted by history departments, and second, by examining tactics utilized to transform the curriculum, eight of which are: 1) structuring curriculum to reflect a particular theory of history; 2) introducing new methodology courses; 3) providing alternative courses of study; 4) using senior level interdisciplinary seminars; 5) encouraging a particular approach to history through requirements; 6) incorporating area studies courses into the curriculum; 7) using national history at an introductory level; and 8) developing courses with topical and thematic approaches. Historians and educators, if able to harmonize curriculum structures with the new paradigms in historical thinking, could revitalize higher education. (SJM)

ED 065 440 SO 004 428

Introductory Psychology. Course Outline.

Darien Public Schools, Conn.

Pub Date 71

Note—27p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Objectives, *Behavior, *Behavioral Objectives, Behavioral Sciences, *Cognitive Objectives, Concept Formation, Curriculum Guides, *Psychology, Secondary Grades, *Social Psychology, Social Studies Units

This one-semester Psychology course for high school juniors and seniors is divided into five major units, each covered in three weeks. The overall conceptual objective is to help the interested and academically capable student to develop a more comprehensive and accurate understanding of human nature. Sub-objectives are stated within each unit. Unit 1, History and Scientific Basis of Psychology, is the keystone of the entire course. The emphasis is upon imparting the concept of psychology as a science and bringing out the need for logical formulation and critical thinking. The major thrust of Unit 2, Developmental and Psychological Bases, is that life stages can best be understood in reference to their antecedents and what may follow. Traditionally not taught as a single unit, the three concepts of Unit 3, Perception, Learning Motivation, Emotion, have been combined in the hope that effective presentation will raise the students' level of interest. Unit 4, Personality and Social Behavior, most closely matches students' concepts of psychology. Theories of human behavior and the problems of everyday living as related to social forces are presented. Unit 5, Psychological Measurement, is introduced at the end to place measurement in its proper perspective. Reference sources are cited with each unit, as are assignments and evaluation techniques. (JMB)

ED 065 441 SO 004 454

Teaching About India. A Guide for Ninth Grade Social Studies.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 72

Note—182p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Area Studies, *Asian History, Case Studies, *Cross Cultural Studies, Cultural Awareness, Grade 9, *Inductive Methods, Non Western Civilization, Resource Guides, Secondary Grades, *Social Studies, Teaching Guides

Identifiers—*India

The teaching and resource guide on India for ninth grade students is intended to supplement and enrich "Social Studies 9: Asian and African Culture." It is designed as a flexible set of suggestions for incorporating concepts, understandings, objectives, strategies, and available materials. Emphasis is upon inductive methods which encourage conceptual learning through the inquiry approach rather than a factual summarizing of content. Data is provided for student analysis and comparison, several case studies are included, and a variety of reference material is presented throughout. Teaching modules provide models in utilizing the instructional material. The guide is arranged into four major sections. 1) "The Village: Suggestions For a Case Study." Teaching suggestions on Hinduism and a model for the study of a village, along with an annotated multimedia listing of village study kits and monographs, are provided. 2) "India's Goals: The Impossible Dream?" India's economy and related social structure based upon India's Third Year Plan is examined and analyzed through a teaching module technique. 3) "India Yesterday and Today." Modules presented relate to one or more of the understandings presented in the syllabus. 4) A bibliography of useful classroom materials is included. (SJM)

ED 065 442 24 SO 004 683

Heller, Jack J. Campbell, Warren C.

Computer Analysis of the Auditory Characteristics of Musical Performance. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0546

Pub Date May 72

Grant—OEG-0-9-160546-4439-010

Note—131p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Analog Computers, *Auditory Perception, Aural Learning, *Computer Assisted Instruction, Digital Computers, *Listening Comprehension, *Music, Musical Instruments, *Music Education, Research, Research Methodology

The purpose of this research was to perform computer analysis and modification of complex musical tones and to develop models of perceptual and learning processes in music. Analysis of the physical attributes of sound (frequency, intensity, and harmonic content, versus time) provided necessary information about the musical parameters of intonation, vibrato, dynamics, and rhythm. A general purpose digital computer and appropriate analog devices were utilized to analyze and synthesize complex musical tones. The procedures included the transformation of audio tapes of music to digital tapes via a high speed analog-to-digital converter system. The significance of the research is based on the belief that: 1) objectifying certain parameters of musical performance will have a direct bearing on behavioral goals and methods of music education; and, 2) an understanding of the total problem of human information processing requires a detailed investigation of structured non-verbal stimuli in the auditory mode. Two supplementary investigations are included: Computer Analysis of Musical Performance, by Warren C. Campbell (Appendix I) and The Effects of the Attack Transient on Aural Recognition of Instrumental Timbres, by Ralph C. Thayer, Jr. (Appendix II). Appendix III, Computer Analysis System Software, by Jack Owens, describes a library of computer programs used to perform certain basic mathematical analyses of the digitized musical performances. A related document is ED 058 745. (Author/JMB)

ED 065 443 24 SO 004 684

Arnold, Dwight L.

New World Teaching and Guidance Project. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-E-070

Pub Date 25 Apr 72

Grant—OEG-5-71-0036-509

Note—39p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Conflict Resolution, Elementary Education, Foreign Policy, Foreign Relations, *Human Relations, *International Education, International Organizations, *Peace, Resource Guides, Secondary Education, War, *World Affairs

Identifiers—*World Order

This directory to activities, organizations, careers, and studies for individuals and groups who are interested in promoting world peace contains ten sections on means and ways to contribute toward world order: 1) presents ideas that stimulate thinking and research on war, peace, and the challenge of peace; 2) suggests some existing world peace careers; 3) deals with new developing careers for peace; 4) lists sixty-five volunteer and service organizations working for peace; 5) describes studies, research, and information; and, moreover, gives ideas of what each individual can do for world peace; 6) lists a number of colleges offering peace studies programs; 7) mentions factors of conflict resolution, and provides a few ideas on how to make conflict resolution an effective aspect of school programs; 8) deals with the importance of developing new values and life purposes; 9) gives information and

title of books (written for various grade levels in school) about the lives of great peace workers; and 10) presents a bibliography containing eighty-three citations. (SJM)

ED 065 444 SO 004 685
Livingston, Samuel A. Kidder, Steven J.
Role Identification and Game Structure: Effects on Political Attitudes.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-134
Bureau No—BR-6-1610
Pub Date Jul 72
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Changing Attitudes, Democracy, *Educational Games, Educational Research, Game Theory, *Political Attitudes, Political Influences, Political Power, Political Science, Politics, *Role Playing, Secondary Education, *Simulation, Teaching Techniques

The research study measures changes in political attitudes of high school students after playing the game "Democracy." The primary purpose of the experiment was to determine if role identification and game structure are primarily responsible for the effects of the game upon the player's attitudes. The player takes the role of a congressman who discovers that he must engage in "log-rolling", acceptance of which is the main dependent variable measured in the study. Three other variables investigated are the student's subjective estimate of the prevalence of log-rolling in congress, his political efficacy, and his intention to participate in the political process. One control and four experimental treatments were employed for this study. The scores show that: 1) both game structure and role identification contribute to the effectiveness of the game in changing student attitudes toward acceptance of log-rolling; 2) students think a great deal of log-rolling occurs; 3) student political efficacy decreased slightly after playing the game; and 4) student intention to participate in the political process was not significantly affected. The results have implications for curriculum designers concerned about the impact of materials on student attitudes. (SJM)

ED 065 445 24 SO 004 686
Shull, Carl N.
The Development of an Annotated Guide to Music by Distinguished Composers for Children's Voices. Final Report.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-9-B-120
Pub Date 15 Oct 70
Grant—OEG-2-9-480-120-1064-010
Note—218p.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Annotated Bibliographies, *Choral Music, Elementary Grades, Music, *Music Education, *Vocal Music

Since earlier research revealed a general scarcity of song materials, this annotated bibliography of vocal music composed for elementary children's voices by a number of distinguished 19th and 20th century composers was compiled. Correspondence with contemporary composers served as a main source of data but composers' biographies, music dictionaries and periodicals, publishers' catalogs, and lists of published music were also used. Over 500 titles of songs are arranged alphabetically, first by composer and then alphabetically under each composer by title. The original compositions vary from four measures of very easy melodies to long musical forms of considerable difficulty written for professionally trained choirs, and from functional, diatonic styles to avant garde and expressionistic styles. In order to assist users in determining appropriate compositions for their groups, analytical annotations include information on musical and textual characteristics, and each composition has been assigned a ranking of difficulty using a scale of five degrees. Information on textual source, language, content, and publication is provided. (SJM)

SP

ED 065 446 SP 005 465
A Teaching Council for England and Wales.
Department of Education and Science, London (England).
Pub Date 70
Note—47p.
Available from—Pendragon House, 899 Broadway Avenue, Redwood City, California 94063 ($1.00 plus mailing)
Document Not Available from EDRS.
Descriptors—*Credentials, Educational Finance, *Teacher Certification, *Teacher Education, *Teacher Qualifications, *Teacher Supply and Demand

This is the report of a working party appointed by the Secretary of State for Education and Science giving their recommendations for the establishment of a teaching council for England and Wales which would provide a measure of professional self-government and a register of qualified teachers. After a brief introduction reviewing the background of the project, the report discusses the relationship between a teaching council and an advisory body on the supply and training of teachers, with a section setting out recommendations on teacher training. The functions of a Teaching Council are detailed; the control of entry standards is explained giving information on courses of training, qualification and registration, and probation; and the register and the process of registration are provided. Also included are sections on professional discipline, with subsections on existing disciplinary procedures, the proposed structure, medical fitness and professional discipline, dual jurisdiction, and teachers excluded from teaching before the establishment of the Council; the constitution of a Teaching Council and provision for a review of its constitution and functions; and finance. Two appendixes include the memorandum on which the working party operated and details of the estimates and calculations on which the financial recommendations were based. (MBM)

ED 065 447 SP 005 466
Closer Links Between Teachers and Industry and Commerce.
Confederation of British Industry.; Schools Council, London (England).; Scottish Education Dept., Edinburgh.
Report No—WP-7
Pub Date 66
Note—31p.
Available from—Pendragon House, 899 Broadway Avenue, Redwood City, California 94063 ($0.70 plus mailing)
Document Not Available from EDRS.
Descriptors—*Career Education, Occupational Guidance, *School Industry Relationship, *Teacher Education, *Vocational Education, *Work Experience

This report describes an experimental "introduction to industry" program and is intended to help the Education Service, industry, and commerce in planning further courses, by setting out a possible pattern for organization of such courses and describing the initial reactions to experimental programs. This program involved a 3-week period during which teachers were assigned to an industrial or commercial firm to obtain a better understanding of employers' expectations of new workers and to improve the communication between school and employer. Part I describes the background and objectives of the program and its organization and administration, including sections on the programs in England and Wales, with subsections on the preparation of programs, preliminary briefing of teachers, visits by evaluators, mid-course meeting, visits to youth employment offices, reporting meetings, and reports by participating firms, and also the programs in Scotland, which are described in less detail. Part II summarizes reactions to the program, with sections on assessment, the responses of teachers, the responses of employers, and suggestions for the future. Appendixes include lists of participating local education authorities and firms, an example of the briefing note to teachers with the form detailing their assignment, points for consideration by teachers, and a suggested format for the teachers' report on their experience. (MBM)

ED 065 448 SP 005 585
Grant, Barbara M.
Teacher Non-Verbal Activity.
Pub Date 72
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Communication Skills, *Data Analysis, *Nonverbal Communication, *Teacher Behavior, *Verbal Communication

This descriptive research study had as its major objective the development of a category system through which the teacher's physical motions in relation to his verbal actions could be analyzed with a high degree of reliability. The performances of five elementary teachers at the College Demonstration School were recorded on video tape. Narrative typescripts of both verbal and non-verbal "teacher motions" were made for representative, random samplings of lesson segments. Using the analysis system that emerged in this study, two teams of coders analyzed these data. Coefficients of agreement between teams ran consistently high. Hypotheses, concerning non-verbal activity, were projected. (Author)

ED 065 449 SP 005 637
Teacher Education and Training.
Department of Education and Science, London (England).
Pub Date 72
Note—136p.
Available from—Pendragon House, 899 Broadway Avenue, Redwood City, California 94063 ($3.60 plus mailing)
Document Not Available from EDRS.
Descriptors—*Inservice Teacher Education, *Program Development, *Teacher Education, *Teacher Education Curriculum, *Teacher Programs
Identifiers—James Report

This report describes reforms in Britain's teacher education and training program recommended by the Committee of Inquiry into Teacher Training. Two controversial recommendations were made: 1) to change the 3-year teacher education program to a 2-year program taken after successful completion of college courses, awarding a new diploma of higher education; and 2) to divorce the organization and administration of teacher education from the universities and to create 15 new regional councils. Other recommendations receiving favorable reactions include 1) the formation of three cycles in teacher education, general education, practical training, and 12 weeks of in-service training every 7 years; 2) the creation of 15 regional councils representing teachers, colleges and the state; 3) the availability in every school of a professional tutor to help trainee teachers; 4) the opening of professional centers to serve in-service teacher training; 5) to award all teachers the degree of bachelor of arts in education upon successful completion of the first two cycles of training; and 6) to offer the diploma of higher education in 1975 and the bachelor of arts in education in 1977. Appendixes cover area training organizations, sources of written and oral evidence, visits made by committee members, growth of training institutions, examples of course structure of the diploma of higher education, a possible distribution of regional councils, training institutions, and lists of recommendations. An index is included. (MJM)

ED 065 450 SP 005 652
Teachers and Educational Policy.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Pub Date 71
Note—38p.; Educational Studies and Documents No.3
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Development, *Educational Responsibility, *Teacher Education, *Teacher Influence, *Teacher Responsibility, *Teacher Role

This study sets forth the results of an inquiry made at the request of UNESCO in the 30 countries in all parts of the world by four world teachers' organizations. Three organizations represent teachers in state systems and the fourth represents Catholic education. These teacher organizations chose 35 national organizations in countries spread over the five continents to pro-

vide data reflecting the situation of teachers throughout the world. The analysis of the results of the inquiry are grouped into six sections: 1) the preparation of laws and decrees and regulations concerning education; 2) the planning and changes that have occurred in school organization; 3) the formulation of recruitment policy and organization of the training and further education of teachers; 4) the determination of professional standards and the rights and responsibilities of teachers; 5) the determination of teachers salaries and their conditions of work and employment; and (6) the preparation of curricula, textbooks, and materials, also the development of teaching methods and the orientation and organization of research. A final evaluation includes observations of teacher participation in the drafting of education laws, decrees and regulations, and the forms and degrees of teacher participation. Appendixes include extracts concerning the status of teachers. (MJM)

ED 065 451 SP 005 679
Washington, Eva
Expert Teacher Action Program.
Pub Date 71
Note—18p.
Available from—Fearon Publishers/Lear Siegler, Inc., Education Division, 6 Davis Drive, Belmont, California 94002 ($2.00)
Document Not Available from EDRS.
Descriptors—*Classroom Observation Techniques, *Effective Teaching, Evaluation Criteria, *Performance Criteria, Self Evaluation, *Teacher Evaluation, *Teaching Methods, Teaching Programs

The expert teacher action program is to improve classroom teaching performance. The program has been tested in workshop sessions involving more than 1,200 educators representing 50 school districts. A set of standards, consisting of 25 variables, lead to the definition of expert teaching. Each variable deals with a major aspect of the duties of the professional teacher. The book details procedures for becoming a skilled observer of classroom actions and conditions. It then explores methods of evaluating observations on the basis of the variables. School administrators who have participated in the program have gained new awareness of the performance of the expert teacher enabling them to give greater support to the classroom teacher. Student teachers are given the opportunity to differentiate between the degrees of importance of classroom actions. The program also includes a self-evaluation guide for teachers. Teachers and administrators who have participated in the program have developed a high degree of proficiency in evaluating classroom actions. More significantly, they have increased their proficiency in self-evaluation, which is invaluable to the professional growth of a career teacher. Appendixes contain detailed material used in the program, including the self-training program for in-service teachers, film observation practice score sheet, and classroom observation practice score sheet. (Author/MJM)

ED 065 452 SP 005 710
Anderson, G. Ernest, Jr.
Heuristics: A Step Toward Getting There.
Pub Date Apr 71
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Computer Programs, *Educational Planning, *Information Processing, Linear Programing, *Management Systems, *Problem Solving, School Planning

This paper describes a series of heuristic approaches to helping schools analyze problems by the use of a teletype time-sharing computer terminal. The examples detailed include 1) a Delphi exercise for students; 2) a budgeting model which examines the results of various levels of funding and of changes of relative priorities; 3) a school redistricting problem which was formulated as a linear programming problem to provide the best possible solution within existing constraints; 4) an analysis of data to provide the optimum use of facilities; and 5) a technique for exploring the activities that should occur in a school being planned, adding the perceived roles of staff. While better models are being created and made available, these heuristic approaches offer a useful way to help school personnel gain insights into their problems of management and planning and to find out the effects of various proposed actions on a "while you wait" basis. Samples of the computer printout for each of the examples described are included in the document. (MBM)

ED 065 453 SP 005 716
Rousseau, Joseph F.
A Study of Verbal Behaviors Engaged in by College Student Teaching Supervisors in Conferences with Cooperating Teachers and Student Teachers.
Pub Date Apr 72
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Assn., April 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavioral Science Research, College Supervisors, Cooperating Teachers, *Human Relations, *Interaction, *Interaction Process Analysis, Student Teachers, *Verbal Communication, *Verbal Development
Identifiers—Supervisory Interaction System

This study focuses on the systematic study of verbal behavior patterns of college elementary education student teaching supervisors in dyadic conferences with student teachers and cooperating teachers. The major research problem of the study concerned the possible differences in the verbal behavior patterns of college supervisors while interacting with student teachers and cooperating teachers. The Supervisory Interaction System developed by Blumberg defines 15 categories of verbal behavior that can occur during a conference between supervisor and teacher. Ten categories reflect supervisor behavior, four indicate teacher behavior, and one indicates silence or confusion during the conference. Thirty-four taped conferences between supervisors and cooperating teachers were collected during the spring semester 1968-69 and served as the basis for this study. Each type of verbal behavior was identified and quantified as a ratio or percentage derived from the analysis of data. Data from each conference were utilized for each of the behaviors relevant to this study. Data analysis revealed that the supervisors utilized in this study did behave differently when they were interacting with student teachers from when these same supervisors interacted with cooperating teachers. This was not true for all behavior categories of the Supervisory Interaction System, but in several different behaviors that do seem to be important in the area of teacher education. Further implications and a 21-item bibliography are included. (MJM)

ED 065 454 SP 005 718
Sanders, John R. Borich, Gary D.
The Effect of Educational Consultant Teams on the Acceptance of Innovations.
Ohio State Univ., Columbus. Evaluation Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 72
Grant—OEG-0-9-24-7053-721
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 72
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Change Agents, *Consultants, Educational Accountability, *Educational Administration, *Educational Change, Educational Guidance, Educational Innovation, *Institutional Research, *Institutional Role

This study reports the results of a systematic inquiry to assess the extent to which consultant teams had contributed to principals' acceptance of innovation. Data were based on the Institutional Change Model developed by an Educational Professional Development Act (EPDA) project. Participants of the study were principals of 12 elementary schools. Six schools contained educational consultant teams while, for control purposes the remaining six did not. Schools were selected from among 54 from 18 counties and 21 school corporations within the reach of university-based consultant teams. A two-part empirically validated questionnaire was individually administered to each of 12 participants. Part 1 of the questionnaire consisted of open-ended questions designed to a) identify innovations, b) determine the cause of innovations, and c) determine the value placed on the innovation. Part 2 of the questionnaire consisted of 24 Likert-type items designed to elicit participants' attitudes toward topics associated with the acceptance of innovation and individualized learning. Each participant was visited twice by the investigator. The results of the inquiry indicated that at the school level there was greater change in the predicated direction among schools using the model than among those not using it. The use of consultants, when an impasse occurred or more training was required, was critical to the successful implementation of the model. A 6-item bibliography and appendixes are included. (Author/MJM)

ED 065 455 SP 005 729
Stemnock, Suzanne K.
School Staffing Ratios: Guidelines in Literature, Statue, and Local Policy.
American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C. Research Div.
Report No—ERS-C-3
Pub Date Apr 72
Note—72p.
Available from—Educational Research Service, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($3.00)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Instructional Staff, *Manpower Needs, Personnel Needs, *Personnel Policy, *Staff Utilization, *Student Teacher Ratio

This report presents ratios, formulas, and recommendations regarding the staffing of school systems with special concern given to the number of administrators and supervisors needed to most effectively administer the schools. Educational Research Service (ERS) obtained information from the following sources: a) ERS information files, b) National Educational Association (NES) publications, c) Educational Resources Information Center (ERIC) files, d) NEA Research Division's Negotiation Research Unit files, and e) state departments of education and local school systems enrolling 12,000 or more pupils. Information on ratios concerned the following personnel: district-wide total professional staff, district-wide total administrative staff, superintendent and his assistant, instructional supervisors, audiovisual and instructional materials specialists, special education administrators and teachers, pupil personnel departments, total school building staff, principals, assistant principals, other school administrative personnel, classroom teachers, elementary special subject teachers, librarians, paraprofessional personnel/teacher aides, and classfied personnel (e.g., clerical, secretarial). A 128-item bibliography is included. (MJM)

ED 065 456 SP 005 730
Mager, Robert F.
Goal Analysis.
Pub Date 72
Note—12p.
Available from—Fearon Publishers, Lear Siegler, Inc., Education Div., 6 Davis Drive, Belmont, Calif. 94002 ($2.95)
Document Not Available from EDRS.
Descriptors—*Achievement Need, *Decision Making, *Goal Orientation, Learning Motivation, *Need Gratification, *Objectives

Goal analysis is a procedure useful in helping to describe the meaning of the desired goals; whether these goals deal with attitudes, appreciations, or understandings. This book aids people in making better decisions toward their achievement and in recognizing progress and success. Four major parts describing important aspects of goal analysis are presented. Part 1 presents the purpose and function of goal analysis in relation to a larger scheme concerning performance and task analysis and target population description. Focus is placed on the idea that statements about attitudes and appreciations are statements about abstractions and are always inferred from circumstantial evidence. Part 2 indicates when there is a need for goal analysis. The methods of implementing goal analysis are explained in the third section. The fourth and final part suggests the possible variations in the analysis. The summary reviews the major questions and points of goal analysis, stressing the need for selective usage on important issues or goals. A 4-item bibliography is included. (MJM)

ED 065 457 SP 005 734
Tardif, Robert F.
Modification of the Verbal Behavior of Teachers: Its Impact on the Verbal Behavior of Pupils.
California State Dept. of Education, Sacramento. Office of Program Evaluation.
Pub Date [71]
Note—26p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Behavior, *Classroom Communication, *Student Behavior, *Teacher Behavior, *Verbal Communication
Identifiers—Parsons Guided Self-Analysis (GSA)

To observe the impact of teachers' verbal behavior upon the verbal behavior of students, 12 intermediate grade teachers and their classes were identified in 10 rural schools near Fresno, California. The 10 schools were chosen to participate in the study because of their in-service teacher program. Teachers from five randomly selected schools received training in the use of Parsons' Guided Self-Analysis (GSA), the other group became a control group. There were three fifth and three sixth grade teachers in each group. Each teacher was videotaped four or more times after treatment began. The pupils in the classes were pre- and post-Tested, using two published critical thinking tests. The test results and the first and last sets of videotapes were the sources of data used for the study. The two groups of teachers were not significantly different on 13 variables of teacher behavior prior to treatment. The two groups of classes of pupils were not significantly different on 7 variables of pupil behavior prior to treatment. At the end of 13 weeks of treatment, the two groups of teachers were statistically different on 4 of 7 variables. These differences were attributed to treatment effects. A 17-item bibliography is included. (Author/MJM)

ED 065 458 SP 005 746
Cole, Henry P. Herlihy, John G.
Implementation of a Process Curriculum by the Campus Team Strategy.
Eastern Regional Inst. for Education, Syracuse, N.Y.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Feb 71
Note—130p.; Report to National Science Foundation
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Change Agents, Curriculum Design, *Curriculum Development, *Educational Programs, *Inservice Teacher Education, Instructional Staff, Interpersonal Relationship, *Preservice Education, Teacher Qualifications
Identifiers—Eastern Regional Institute for Education, ERIE, MACOS, Man A Course of Study

This document presents an overview of a process-promoting curriculum, "Man: A Course of Study" (MACOS), developed by the Eastern Regional Institute for Education (ERIE). The ERIC project is designed to promote proper implementation of the curriculum and teacher commitment and competency in the practice and process of education. The campus team strategy was used to implement the program. After a summer workshop, campus teams were sent to participating institutions to conduct MACOS preservice and in-service training. Data collection instruments included administrator's, in-service education, and preservice education questionnaires; report forms for campus teams and core staff; MACOS familiarity tests for pupils, preservice and in-service teachers; familiarity inventory for preservice teachers; lesson reporting forms for in-service teachers; and semantic differentials for attitude assessment toward MACOS administered to preservice and in-service teachers. Data analysis indicated eleven positive results of the program including participant interaction; value of the project preservice and in-service education programs; facilitation of curriculum installations; and knowledge of adult samples concerning philosophy, theory, and design of MACOS. Additional areas of concern included the value and implications of the project. A review of the budget and a 30-item bibliography are included. (MJM)

ED 065 459 SP 005 755
Lindsey, Margaret And Others
Inquiry Into Teaching Behavior of Supervisors in Teacher Education Laboratories.
Pub Date 69
Note—284p.; First in the series of 3 monographs: Supervision in Teacher Education Laboratories
Available from—Teachers College Press, 1234 Amsterdam Ave. New York, N.Y. 10027 ($3.95)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Behavior Patterns, Cooperating Teachers, Educational Research, Laboratory Training, *Supervisory Activities, *Supervisory Methods, *Teacher Behavior, *Teacher Supervision

This document emphasizes the importance of inquiry into teaching behavior by supervisors in professional laboratories and suggests ways and means of conducting that inquiry. The document is divided into three areas: a) an examination of the current and predicted nature of professional laboratory experiences in the education of teachers, b) a review of some exploratory studies of the teaching behavior of persons supervising in laboratories, and c) a consideration of the status of knowledge with regard to supervisory behavior in professional laboratories. The first segment reviews professional laboratory experiences in teacher education in 1970 and studies teaching in the teacher education laboratory. Exploratory studies of supervisory teacher behavior include an analysis of teaching behavior as the substance of conferences with student teachers, a promissory model for analyzing and describing verbal interaction between college supervisors and student teachers during supervisory conferences, a study of the cooperating teacher as teaching tutor, a review of the work of one college supervisor with cooperating teachers in off-campus schools, and a study of the college supervisor as seminar teacher. The third segment reviews the findings and procedures of the study and indicates potential contributions of the results of the study. An appendix of systems of categories for the description and analysis of supervisory teaching in teacher education laboratories is included. (MJM)

ED 065 460 SP 005 758
Yeomans, Edward
Preparing Teachers for the Integrated Day. Part One.
Spons Agency—National Association of Independent Schools, Boston, Mass.
Pub Date Jan 72
Note—50p.
Available from—National Association of Independent Schools, Four Library Square, Boston, Mass. 02109 ($1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Educational Experience, *Educational Innovation, *Learning Experience, Teacher Education, *Teacher Experience, *Teaching Techniques

This report, sponsored by the National Association of Independent Schools, reviews plans to prepare teachers for the Integrated Day. This preparation attempts to give teachers new concepts replacing those which grew from formalism in the teachers' own learning. The new concepts revolve around the theory that education is a process of living and not a preparation for future living; the total environment is educational. English schools have developed three methods which supplement the training provided by universities. These three methods of praparing teachers for the Integrated Day include the advisory, teachers' centers, and the teachers' workshops. The advisory consists of 20 people, employed by the County Education Authority to provide support, reeducation, inspiration, and tangible aids to the county teachers. The teaching centers offer courses and ideas for the teacher; however no credit is given. Teacher workshops are the third method of teacher preparation. Detailed descriptions of workshops in England and the United States present reviews of the faculty, physical facilities and participants' evaluation. An appendix of workshop locations and developing agencies is included. (MJM)

ED 065 461 SP 005 761
Teague, P. Terrett, Jr.
Selected Attitudes and Perceptions of Beginning Teachers as Related to Their Teaching Situations.
Georgia Univ., Athens.
Pub Date Apr 72
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Beginning Teachers, *Educational Attitudes, *Perception, *Preservice Education, Role Perception, *Teacher Attitudes
Identifiers—University of Georgia

This paper reports an exploratory investigation of the comparative effects of situational characteristics on first-year teachers' perceptions of their preservice preparation, teaching situation, and educational attitudes. Community size and type and percent of white pupils in the teacher's classes were formulated as independent classification variables, along with sex of teacher and teaching level, and were examined for differential effects on teacher perceptions. Three hundred forty-one education graduates from the University of Georgia, identified as being employed full-time in teaching, returned a February, 1970 questionnaire. The questionnaire consisted of three sections: 1) classification information about and attitudinal information toward the teaching situation of the graduate; 2) evaluation of aspects of a teacher preparation program as general education, foundation courses, and professional experiences; and 3) a 30-item Likert-type instrument measuring attitudes toward education. Four major conclusions concerned 1) response of female graduates and elementary teachers to educational philosophy; 2) reaction of suburban and inner-city teachers to items concerning sociological foundations; 3) perceptions of rural teachers and teachers of all white classes concerning preservice preparation and the most subject centered educational attitudes; and 4) response of inner-city teachers and those with less than 50 percent white classes concerning faculty and community acceptance, philosophical congruence, satisfaction with teaching, and adequacy of preparation. Further study is recommended. An 18-item bibliography is included. (MJM)

ED 065 462 SP 005 763
Sapone, Carmelo V.
Differentiated Staffing "A Learning Packet."
Madison Public Schools, Wis.
Pub Date Feb 72
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Differentiated Staffs, Educational Development, Educational Improvement, *Instructional Staff, Models, *Personnel, *Staff Utilization, *Talent Utilization

This document is a learning packet for differentiated staffing. Chapters include behavioral objectives of differentiated staffing, a learning packet, pre-assessment instruments, differentiated staffing assumptions, factors to be considered in a differentiated staffing program, a differentiated staffing definition, differentiated staffing models, the Temple City hierarchy, the Cherry Creek model, principles underlying the concept of role, principles underlying differentiated staffing concerns most often expressed, minimum ingredients of differentiated staffing, principles underlying the concept of evaluation, some differentiated staffing questions, advantages of differentiated staffing, disadvantages of differentiated staffing and post-assessment instruments. A 23-item bibliography is included. (MJM)

ED 065 463 SP 005 764
Spanjer, R. Allan
Teaching Performance: Some Bases for Change.
Oregon Association for Supervision and Curriculum Development, Salem.
Report No—ASCD-311
Pub Date Apr 72
Note—17p.
Available from—Oregon ASCD Curriculum Bulletin, P.O. Box 421, Salem, Oregon 97308 ($1.50; quantity discount)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Change Agents, *Effective Teaching, Nonverbal Communication, Student Behavior, Student Teacher Relationship, *Task Performance, *Teacher Education, Teacher Improvement, *Teaching Quality, Verbal Communication
Identifiers—Interaction Analysis Category System

This paper presents some teaching components which might serve as a basis for developing and improving teaching skills. Five interactive teaching functions are studied: managing classroom behavior, asking questions, interacting verbally, communicating nonverbally, and reinforcing pupil behavior. Managing classroom behavior deals with the teacher's control techniques and their effect on the conduct of pupils. Asking questions studies a) the way teachers phrase questions, b) the way teachers elicit pupil responses, and c) the thought level of teacher questions. Interacting verbally presents a model for teacher use, the Interaction Analysis Category System. Categories for interaction analysis include the direct and indirect influence of teacher talk, student talk, and silence. Nonverbal communication includes the use of body language, consisting of facial expressions, gesture and control maneuvers

and certain classroom elements such as the use of space, time, and teacher travel. The fifth function studies the reinforcement of pupil behavior using the teacher, pupil, and peer group as change agents. Throughout this study, emphasis is placed on the quality of methods teachers use to implement teaching functions. Knowledge of alternatives and greater discrimination in their use will hopefully aid teachers to perform more rationally and influence more positively the classroom learning behavior of pupils. (MJM)

ED 065 464 SP 005 765

Schwartz, Henrietta S.

An Experiment in Training Teachers for Inner-City Schools: A Social System's Approach in the Ford Training & Placement Program.

Chicago Univ., Ill. Graduate School of Education.

Pub Date Apr 72

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Inservice Teacher Education, *Preservice Education, *Social Systems, Teacher Education, *Teacher Placement, *Urban Education

Identifiers—Chicago Board of Education, *Ford Training and Placement Program, University of Chicago

The Ford Training and Placement Program, organized by the Department and Graduate School of Education of the University of Chicago in cooperation with the Chicago Board of Education, trains and places new teachers in inner-city schools and retrains the teachers already in those schools. The program features a social system's approach to the training and placement of educational professionals at various grade levels and in various subject areas. Five characteristics of the program include 1) function; 2) content; 3) structure; 4) process; and 5) interaction of function, content, structure, and process. The need to specify program functions concerns the problems to be addressed, the frame of reference with which to view the problems, and the functions to be performed. The content of the program is a four-faceted operation: focused preparation of preservice personnel, co-ordinated preparation (training in common with others who would work in inner-city schools), selection of the induction or target schools, and creation of cadres or teams (university and school based). Structure of the program was viewed in terms of an effective and stable staff. The fourth characteristic stresses a complex process by which the program maintains itself and undergoes revision. The final characteristic is the effective and efficient interaction among the elements in the program. General outcomes indicating the success of the program included the unqualified success of six cadres and a 62 percent return of interns to the inner-city school where they trained. An 18-item bibliography is included. (MJM)

ED 065 465 SP 005 768

Miltz, Robert J.

Development and Evaluation of a Manual for Improving Teachers' Explanations.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-26

Bureau No—BR-5-0252

Pub Date Mar 72

Contract—OEC-610-078

Note—247p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Effective Teaching, *Teacher Education, *Teacher Improvement, *Teacher Response, *Teaching Quality

This study developed and evaluated a manual for the improvement of teachers' effectiveness in explaining. A class of 60 beginning teacher trainees was randomly divided into two groups. All subjects were given a pretest that required them to make three oral explanations in response to three questions asked by an experimenter; the questions and answers were tape-recorded. Following the pretest, half of the class received the "How To Explain" manual as the basis for training; the other half did not. After training, all subjects were given a posttest consisting of three new questions. Randomly ordered answers for each subject were played to 10 raters, who were seventh- and eighth-grade students. The students rated each answer on four dimensions: a) organization, b) clarity, c) quality, and d) rank among the six answers for that subject. Subsequently, six experimental and six control subjects were randomly selected, their posttest answers only were transcribed, and these answers were rated and coded by trained judges on six dimensions a) content validity, b) logical organization, c) verbal emphasis, d) rule-example-rule, e) lesson divisions, and f) vagueness--in an attempt to determine whether the explanations of the experimental group reflect the emphasis on these six dimensions in the "How To Explain" manual. Results indicate that the manual and the total program in which it was used had significant effects in the experimental group's explanations. A 35-item bibliography and appendixes are included. (Author/MJM)

ED 065 466 SP 005 773

Joyce, Bruce R.

The Magic Lantern: Metaphor for Humanistic Education.

Pub Date Apr 72

Note—43p.; Paper presented at the Annual Meeting of the American Education Research Assn., Chicago, April 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Communications, Educational Improvement, *Educational Innovation, *Instructional Technology, Mass Media, *Media Research, *Media Technology

This paper relates contemporary information about communications and media technology to the task of reconstructing educational institutions. This paper treats three broad areas: a) learning centers which will satisfy individual needs, b) fundamental principles supporting the centers, and c) the implementation of the learning centers. The first portion explains five learning centers which are labelled according to purpose: idiosyncratic, social ecology, performing arts, academic, or skills. The principles supporting the need for learning centers include the following: 1) New models of learning are required to provide strategies for collective action and personal developments. 2) New ways of educaton must be developed to support the new possibilities of communications technology. 3) The present educational system was constructed for a status-oriented, slowly changing society. 4) There is a need to increase commonalty and diversity simultaneously. 5) The present classroom setting and teacher role are obsolete. Finally, the principles of this new educational theory and the means to implement these concepts are discussed in relation to achieving the final goal of reconstructed educational institutions. (MJM)

ED 065 467 SP 005 776

Ward, Joseph S.

Development Strategies Used by the Far West Consortium for D,D&E Training.

Pub Date Apr 72

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Change, *Educational Development, Educational Facilities, *Educational Research, *Research and Development Centers, *Research and Instruction Units

Identifiers—Far West Consortium

This document reviews the development strategies of the Far West Consortium for development, dissemination, and evaluation (D,D&E) training. These strategies concerned three areas: 1) cooperating institutions, 2) system development approaches, and 3) functional context programming. To develop the strengths of several agencies, a consortium of cooperating agencies included 1) agencies with competence in D,D&E installation and maintenance of training systems; 2) a junior college with competence in and commitment to the development and service of vocationally oriented curricula; 3) a college which is willing to develop and provide graduate level programs in D,D&E work; and 4) representation from educational, community, and student interests. Key procedures were the examination of the problem specification of expected outcomes, conceptual design and planning, prototype development, operational testing, revision and additional operational testing, and packaging for implementation and dissemination. The third area of stress, functional context learning, provides a meaningful orientation to the entire job for which the student is being trained, introduces and organizes topics so that the relevance of each to the whole job can be demonstrated to the student at the time the topic is introduced, follows a whole-to-part sequence in teaching functions and procedures, and programs instruction for each student so that he learns a graded series of tasks. (MJM)

ED 065 468 SP 005 778

Sadker, Myra Cooper, James

Modification of the Frequency of Student-Initiated, Higher Order Questions Through Microteaching and a Token Economy.

Pub Date Apr 72

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Elementary School Students, Inquiry Training, Methodology, *Microteaching, *Questioning Techniques, *Reinforcement, Student Behavior, *Student Development, *Teaching Methods

The purpose of this research was to analyze the effects of a teaching methodology on the question-asking behavior of elementary school children. A fifth grade social studies class was chosen as the site of this experiment. The teacher, aided by two interns, divided the class of 24 into three equal groups. The group controlled by the teacher was chosen as the subject of this experiment. Four of the eight students were selected for training in the asking of higher-order questions. The four selected students were presented with instruction and training in higher-order question asking through the microteaching procedure. The higher-order question-asking behavior of these four students was then reinforced in their social studies classroom through token economy. The five phases of the experiment were a) baseline-analysis of classroom interaction during the social studies class, b) microteaching, c) reinforcement, d) no consequation-termination of reinforcement, and e) reinforcement-reinstatement of reinforcement. The results of this study indicate that students can be trained to increase higher-order question asking through the independent variable manipulations put into effect in this experiment. A 26-item bibliography is included. (MJM)

ED 065 469 SP 005 779

Ammerman, Harry L.

Research Implications from the Oregon Studies: The Generation of Information to Support Long-Term Manpower Studies of Planning for Training Programs in Educational RDD&E.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Change, *Educational Development, Educational Facilities, *Educational Research, *Research and Development Centers, *Research and Instruction Units

Identifiers—Oregon Studies

This report presents an overview of the Oregon Studies in educational research, development, diffusion and evaluation (RDD&E). Five major classes of information were sought: a) knowledge about the area from others who had done previous work in this field, b) conceptual views and tentative maps of the structure and nature of the domain, c) a framework to guide the work and to determine the types of data to collect, d) methods to obtain the information outlined in the conceptual framework, and e) data collected from visiting 20 sites found to be conducting RDD&E work. Outputs of projects were the focus for data collection and analyses. Conceptually derived categories for outputs classified them by their structure, function, and character. For each output, the output standards used; the tasks performed to generate the output; and the knowledges, skills, and sensitivities that enabled the output to be generated were identified. The analyses of the 20 projects yielded 962 project outputs, each classified by the conceptual categories. Results indicated that the greatest response differences were between development and evaluation projects, and the least differences were found between research and evaluation project activities. Six implications were noted. Further research is recommended. (MJM)

ED 065 470 SP 005 783
Boeck, Marjorie A.
Stability of Behavioral Change - One Year After Precision Micro-Teaching.
Minnesota Univ., Minneapolis. Coll. of Education.
Pub Date Apr 72
Note—13p.; Paper presented at the Annual Meeting of the American Education Research Assn., Chicago, April 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Change, *Changing Attitudes, Inquiry Training, *Interaction Process Analysis, *Microteaching, *Questioning Techniques, Student Teachers, Teacher Education

The purpose of this follow-up study was to determine whether changes in teacher high-level questioning behavior and classroom interaction patterns (rates of pupil and teacher talk) which resulted from the use of operant methodology in a microteaching setting were maintained during the student teaching experience a year later. Twenty University of Minnesota juniors who were preparing to be secondary school science teachers were randomly assigned to a control group or one of two experimental groups. Each subject taught 10-minute lessons on one of three topics: color, heat transfer, or simple machines. On the basis of audiotapes of the lessons, questions were categorized as low and high level and rates of pupil and teacher talk determined. Fourteen of the original group completed their student teaching experience and participated in the follow-up study. Each student teacher audiotaped several of what they considered to be their best class sessions. These tapes were analysed for rates of low and high level questions, pupil-initiated content questions, and pupil and teacher talk. Results of the study illustrated the usefulness of operant methodology in teacher education as a means for changing teacher behavior. These behavioral changes were found to be stable over a 1-year period. (MJM)

ED 065 471 SP 005 784
Wong, Martin R.
Additive Effects of Advance Organizers.
Pub Date Apr 72
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Cognitive Processes, Educational Psychology, Educational Research, *Learning, *Learning Characteristics, *Learning Motivation, *Learning Processes, Retention Studies

It was hypothesized that the effect of advance organizers (principles, organization concepts, subsuming concepts, etc.) on learning and retention was additive rather than interactive--i.e., that any increment in score could be accounted for by specific factors such as additional information, additional practice, learning set, etc. One hundred and twenty-three college undergraduates took part in four groups. On 5- and 35-day retention measures, the advance organizer-only group was significantly better than a no-treatment control. The advance organizer plus learning group was significantly better than a learning-only group on the shorter retention period but not on the longer. The advance organizer-only group was the only group to not decline in score over the 35-day interval between measures. Results indicate the learners, after learning suitable principles at a high level of generality, are able to generate with some degree of accuracy specific answers to questions. Learners also seem to be able to retain the organizing principle well enough to regenerate answers as long as 32 days without a decrement in score. A 28-item bibliography is included. (Author/MJM)

ED 065 472 SP 005 786
Dill, Nancy L.
An Inquiry Into Curriculum Theories and Open Classroom Practices.
Pub Date Apr 72
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Education, *Educational Innovation, *Educational Programs, *Open Education, *Progressive Education
Identifiers—New York

The main objective of this research was to look at open classroom practices in an analytical way. Network analysis was used to collect and organize data about individual classrooms. The open classrooms observed were located in public schools in the New York area and ranged from grades K to 6. The open classrooms observed by the investigator were ones in which 1) the research had student teachers and was there as a supervisor; 2) the researcher had undergraduate students from an elective course, "Analyzing Teaching Behavior"; and 3) the researcher had graduate students from a research course who were the regular, full-time classroom teachers. Six major findings are presented. Enough open classrooms do not exist in this country to allow for adequate sampling procedures; thus, the findings are considered tentative. A 24-item bibliography is included. (MJM)

ED 065 473 SP 005 789
Hood, Paul D.
Future Research Strategies to Improve RDD&E Training Programs.
Far West Lab. for Educational Research and Development, Berkeley, Calif.
Pub Date Apr 72
Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Development, *Educational Improvement, Educational Programs, *Educational Research, *Personnel Needs, Research, Research and Development Centers, *Research Methodology

This report highlights some strategic needs of research, development, dissemination, and evaluation training programs. The premises, facts, and trends in educational research and development are reviewed. Research options for RDD&E are described under three general categories: descriptive, prescriptive, and operational research. Descriptive research focuses on needed information about the current state of affairs. Prescriptive research provides information on what could or should be. Operational research provides the policy, management and administrative tools to plan and manage RDD&E training more efficiently. Results of the study indicated the need for a) more accurate and detailed information about current training requirements, b) improvement of training methodology and process, and c) methods to accomplish timely renewal and improvement of practice. A 4-item bibliography is included. (MJM)

ED 065 474 SP 005 790
Four Proposals Regarding the Certification and Professional Development of Michigan Teachers.
Spons Agency—Michigan State Dept. of Education, Lansing. Bureau of Library Services.
Pub Date May 72
Note—23p.; Revised May 2 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Certification, *Credentials, *State Licensing Boards, *Teacher Certification, *Teacher Qualifications
Identifiers—Michigan State Board of Education

This paper presents four recommendations of the Michigan State Board of Education regarding the certification and professional development of Michigan teachers. The proposals are that a) a system of fees be charged for teacher certificates and permits, b) a competency--or performance-based certification system be developed, c) a comprehensive professional development program be developed, and d) a commission on teacher certification and professional development be established to work directly with the State Board of Education. The recommendation, background and rationale, implementation, and additional information is presented for each proposal. Appendixes include suggested language to amend the general laws to authorize a system of fees for teacher certification, fees required for certification by each state, and the proposed statute. (MJM)

ED 065 475 SP 005 791
Merritt, Daniel L.
Performance Objectives for Student Teaching. A Guide for Planning and Evaluation.
Indiana State Univ., Terre Haute. Elementary Education Dept.
Pub Date [72]
Note—35p.; Paper presented at the Metropolitan Teacher Evaluation Center Meeting, Indianapolis
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Performance Based Teacher Education, *Performance Criteria, *Performance Specifications, *Program Planning, *Student Evaluation, Student Teaching, Teacher Education

This paper presents a guide for the planning and evaluation of student teachers' performance based on performance objectives. According to the author performance objectives are written sets of behaviors that the student may perform in order to demonstrate achievement. A minimal pattern of performance objectives should be mandated for all student teachers. Research suggests a hierarchy of ten levels of role behavior engaged in by student teachers. The students progress from inner directed to outer directed activities. Students vary in their degree of proficiency at the onset of student teaching thus prohibiting structured time periods. Performance objectives and the ten classifications of behavior enable the student to analyze the whole role of the teacher and decide where his university classroom experiences fit. These objectives help to orient the student teacher to the role of teachers, enable him to interpret the behavior he observes, and help him to act in response to his observations. Performance objectives also serve as a planning guide for supervising teachers enabling them to help the student see the total picture of the teacher's role. Student teachers, supervising teachers, and university supervisors may use performance objectives to improve communication, plan activities, perceive behavior, and assess performance. Ten checklists of performance objectives and an appendix with a weekly behavioral objective report are included. (MJM)

ED 065 476 SP 005 798
Ritz, William C. And Others
Flowcharts: How to Conduct a Workshop.
Eastern Regional Inst. for Education, Syracuse, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2875
Pub Date May 70
Note—28p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Charts, Design Needs, *Documentation, *Flow Charts, *Teacher Workshops, *Workshops
Identifiers—Eastern Regional Institute for Education, ERIE

This set of flowcharts was designed for use with the companion volume, "How to Conduct a Workshop," a detailed guide describing procedures for organizing and managing an inservice workshop. Based on extensive workshop experience of the Eastern Regional Institute for Education (ERIE), these flowcharts are intended to help any educator who is faced with the task of planning and conducting a workshop, whatever the size. The key features of the flowcharts are 1) Each task is written in generalized form in order to be useful in conducting any workshop. 2) Each task is written in the form of a behavioral action statement. 3) Each workshop task is enclosed within a rectangle, the direction in which the symbol points indicated whether it is a "lead out" or "lead in" item. Two key letters inside the symbol indicate the inter-flowchart references. The flowcharts concern instructional programs, funding and costs, staffing materials, scheduling, site logistics, microteaching, publicity and registration, college credit procedures, non-instructional activities and evaluation. (Related document is SP 005 813.) (Author/MJM)

ED 065 477 SP 005 803
Performance-Based Teacher Education: An Annotated Bibliography.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—PBTE-7
Pub Date Aug 72
Contract—OEC-0-8-080490-3706(010)
Note—64p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annotated Bibliographies, *Performance Based Teacher Education, *Performance Criteria, *Performance Specifications, *Teacher Certification, Teacher Education

This annotated bibliography on performance-based teacher education is an update of one released in May 1971 by the American Association of Colleges for Teacher Education (ED 050 034). With 189 citations, the version contains nearly twice the number of entries as the previous one. The categories under which the entries are arranged have been expanded to include the following: the nature of performance-based teacher education (21 citations); programs (19 citations); kinds of performance (30 citations); modules (7 citations), the improvement of teacher performance (37 citation); the assessment of teacher performance (44 citations); performance-based teacher certification (20 citations); and attitudes of professional organizations (7 citations). A 5-item bibliography of bibliographies complete the document. (LP)

ED 065 478 24 SP 005 805

Powell, E. C.

Implications of Office of Education Bureau of Research Teacher Education Project for Developing Institutions. Final Report.

Jarvis Christian Coll., Hawkins, Tex.

Bureau No—BR-9-8044

Pub Date Jun 71

Contract—OEC-0-9538044-4317(010)

Note—135p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Educational Development, Educational Programs, *Elementary Education, *Institutional Research, Institutional Role, Management Development, *Models, Systems Approach, *Teacher Education

Identifiers—*Jarvis Christian College, Teacher Education Project

The purposes of the Teacher Education Project Study at Jarvis Christian College were to investigate the relevance for small developing colleges of the new models for elementary education and to stimulate the adoption of the systems approach to institutional development in general. A 12-member Project Task Force composed of Jarvis faculty, students, and administrators began its work by meeting periodically to review the summaries of the nine models available in spring 1969. Further activities of the Task Force included on-site visits to relevant experimental and demonstration projects, systems analysis of Jarvis, simulated experimentation in model building and cooperation with the original model builders and the Consortium of Southern Colleges for Teacher Education in model refinements and/or development. The most important conclusions are a) that Jarvis Christian College purposes might be more effectively met by the adoption of systems methods in each area of the college's operation, b) that the Teacher Education Program or "new models" program has relevance not only for departments of education but also Arts and Sciences and higher education, and c) that a total institutional thrust is required in the reconstruction of teacher education or any other system component. A list of recommendations, a 34-item bibliography and appendixes are included. (Author/MJM)

ED 065 479 SP 005 806

Commitment, Creativity, Challenge: We Are All Learning Together in the Process.

Academy Theatre, Atlanta, Ga.; Atlanta Public Schools, Ga.; Clark Coll., Atlanta, Ga.

Spons Agency—Norman Fund, Inc., New York, N. Y.

Pub Date 72

Note—47p.; Entry for the American Association of Colleges for Teacher Education 1972 Distinguished Achievement Awards.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Dramatics, *Educational Programs, Group Dynamics, *Performance Based Teacher Education, *Performance Criteria, Performance Specifications, Role Playing, Teacher Education, Teaching Techniques, *Theater Arts

Identifiers—Academy Theatre, Atlanta Public School System, Clark College

Clark College, in cooperation with Academy Theatre and the Atlanta Public School System, developed a competency-based teacher education program for students interested in the performing arts as well as other disciplines. The program identifies desirable performance standards for teachers, evaluates the trainees' achievement of these performance levels, and observes the effect of the trainees' performance upon the public school students with whom they work. Ten undergraduates attend morning classes at the theatre and at the college, spend afternoons working as Urban Corps Interns in supervised classes in elementary schools evolving theory out of direct experience, and engage in self-examination during workshops which further such learning aids as group dynamics, play creation, and role playing. Evaluation of the pilot course by teachers and principals working with students during the 1970-71 school year demonstrated that the competence of any teacher in any discipline for any age level can be greatly increased by an awareness of the use of dramatic technique, especially when supported by the classes and workshops already noted. (Author/MJM)

ED 065 480 SP 005 807

Buck, Benjamin

The Introductory Urban Education Program.

Mankato State Coll., Minn. School of Education.

Pub Date Nov 71

Note—28p.; Entry for the American Association of Colleges for Teacher Education 1972 Distinguished Achievement Awards

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cultural Education, Educational Needs, Educational Programs, *Intercultural Programs, Interdisciplinary Approach, Interinstitutional Cooperation, *Teacher Education, *Urban Education, *Urban Teaching

Identifiers—Mankato State College, Urban Education Program, Willard Elementary School

Mankato State College's introductory Urban Education Program provides students with an inter-cultural, interdisciplinary, and inter-institutional educational program. The main emphasis of this program is on the clinical experiences at the Willard Elementary School, Minneapolis, Minnesota. Each college student is assigned to a classroom teacher. During the time they are in school, the students work with children in small groups or on an individual basis. The primary function is to help develop skills such as reading and mathematics. They also aid in other curricular areas, and occasionally they help their supervising teacher prepare and present lessons. One of the program's requirements is that students must spend 8 hours per week working with social agencies and community projects. Students are also required to enroll in psychology, sociology, political science, human growth and development, and educational methods. Their involvement in these courses is largely integrated with their experiences. The program is being subjectively evaluated by the students, professors, classroom teachers, and community resources personnel. Initial student reactions indicate initial culture shock, followed by self-examination. Students indicated a strengthened interest in teaching careers following the program. Appendixes are included. (MJM)

ED 065 481 SP 005 808

The Environmental Education Program 1967-1971.

Bureau of Naval Personnel, Washington, D. C.; Eastern Montana Coll., Billings. School of Education.

Pub Date 71

Note—66p.; Entry for the American Association of Colleges for Teacher Education 1972 Distinguished Achievement Awards

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Activity Learning, *Educational Programs, *Environment, *Environmental Education, Environmental Influences, Inservice Teacher Education, *Learning, Teacher Education, Workshops

Identifiers—Billings School District No 2, Eastern Montana College, Environmental Education Program, Montana

This report is primarily a background statement and historical report concerning the Environmental Education Program cooperatively developed by the School of Education and the School of Liberal Arts of Eastern Montana College, Billings, and Billings School District #2, covering the years 1967 through the spring of 1971. The report gives a brief statement of definition and of the need for environmental education, then a summary of the objectives, content, curriculum, financing, management, and growth of the program. Teacher, camp counselor, and back-up instructor training; precamp preparation for students; and the content of camp sessions for sixth grade children (instructional components) are emphasized. In the first 5 years of its operation, the program was funded by parent teacher associations of the respective participating schools--no federal, state, college, or school district money was used. Success of the program was indicated by the local enthusiasm and the growth of the program. The program has grown from involving one sixth grade classroom of 29 students in the spring of 1967 to 33 sixth grade classrooms from 12 schools and containing approximately 900 children in the spring of 1971. Appendixes of related data are included. (Author/MJM)

ED 065 482 24 SP 005 809

Johnson, Norman C.

Implication of the Bureau of Research Teacher Education Project for Developing Institutions. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-9-8033

Pub Date May 72

Grant—OEG-0-9-438033-4314(010)

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Development, *Educational Programs, *Elementary Education, Instructional Innovation, *Models, *Teacher Education, Teacher Education Curriculum

Identifiers—North Carolina Central University

The North Carolina Central University (NCCU) faculty in elementary education began a systematic study of The Comprehensive Elementary Teacher Education Models. Seminars, informal discussions, and on-site visits to model builder schools were used as instruments to review the models and formulate a viable program. The model developed for NCCU was composed of a general description of bases for instructional planning concerning student status, competencies to be developed, and experience by year. The format of each module included behavioral objectives, purpose, learning alternatives, resources, and evaluation. Other components stressed in the model were tutorial experience, learning laboratories, and clinical experience. A summary of activities of the Consortium of Southern Colleges for Teacher Education shows movement toward the goal of assessing the feasibility of the models and the implementation of the programmatic ideas. A conference summary, presenting results of discussions, alternatives, and resolutions is presented. Appendixes include material for course work. (MJM)

ED 065 483 24 SP 005 810

Estes, Kenneth A.

Competency-Based Education Development Project. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-8060

Pub Date Dec 71

Grant—OEG-0-70-4537(715)

Note—23p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Innovation, *Educational Programs, Effective Teaching, *Performance Based Teacher Education, *Performance Criteria, *Performance Specifications, Student Attitudes, Teacher Attitudes, Teacher Education

The purposes of the project at Western Kentucky University were a) to serve as a data-collection agency for the National Project, b) to assist the Teacher Corps faculty in developing competency-based instruction, and c) to monitor the effectiveness of the competency-based instruction provided by the teacher education faculty. Three indicators to ascertain the degree of success were employed: a) intern feedback, b) organization of a competency-based curriculum and c) degree of faculty involvement. Measurement instruments included a questionnaire, opinionnaire, and interviews administered to 36 Teacher Corps Interns. Although 11 of the 36 original Teacher Corps Interns terminated their association with the program for various reasons, it is the feeling of the Teacher Corps directors

that if the competency-based program had been instituted earlier in the program, it would have met with greater success. Data obtained suggested that the interns developed a positive overall feeling toward competency-based instruction and the program. Intern responses indicated that they "agreed" that competency-based education was superior to traditional education. The project stimulated seven of the teacher education faculty to become involved in competency-based teacher education. Appendixes are included. (Author/MJM)

ED 065 484 24 SP 005 811

Implications of a Model Elementary School Program with Particular Emphasis upon a Performance-Based Program at South Carolina State College. Final Report.

South Carolina State Coll., Orangeburg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-8035

Pub Date 72

Grant—OEG-0-9-508035-4321

Note—147p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Educational Programs, *Elementary Education, *Exceptional Child Education, Exceptional Students, *Performance Based Teacher Education, *Special Education, Teacher Education, Teacher Programs

Identifiers—South Carolina State College

This report reviews the implications of South Carolina State College's model elementary school program. The program places special emphasis on performance-based teacher education. Models were developed utilizing system design techniques which have the following features: a) personalized and individualized instruction, b) simulated professional laboratory experiences, c) clinical experiences, d) modular instructional components, and e) research-oriented structure. Organizational structure, objectives, and various components of the programs are presented as background material. An introduction to the exceptional children component for elementary teacher education is composed of an introduction, rationale, organization, and instructional components. The program considers the intellectually gifted child as well as children with low intelligence, learning disabilities, speech deviations, auditory handicaps, visual handicaps, behavioral disorders, and other health impairments. A reference system designation developed for foundations of reading instruction is also presented. (MJM)

ED 065 485 24 SP 005 812

Reed, Elizabeth C.

Development of a Competency Based Teacher Education Program at Tennessee State University. Final Report.

Tennessee State Univ., Nashville.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-9-8043

Pub Date Dec 71

Grant—OEG-0-9-528043-4322(010)

Note—47p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Innovation, Educational Programs, *Inservice Teacher Education, *Performance Based Teacher Education, *Performance Criteria, Task Performance, *Teacher Education

This report reviews the accomplishments of the Competency Based Teacher Education Program at Tennessee State University from September 15, 1971 to December 17, 1971. It presents the procedures and the extent to which the recommendations of the feasibility study and the projections in the progress report have been implemented. Reports of the self-directed, liberal arts, teaching theory and practice components, and the evaluation committee are also presented. Each report considers these aspects of the component--goals, implementation, problems, and projections. Assessment of the progress of the total program for its brief period of operation was impossible. However, recommendations were based on conclusions reached after having observed the various committees at work and having engaged in discussions that delineated the strengths and weaknesses of the organizational structure. Ten recommendations were suggested concerning commitment, proficiency in skills, stronger incentives, model behavior, establishing and maintaining sub-systems, purchasing the materials necessary to accomplish the aims of the program, communication channels, clerical assistance, consultative personnel, and inclusion of the Director of the University Computer Center in the program steering committee. Appendixes are included. (MJM)

ED 065 486 24 SP 005 813

Ritz, William C. And Others

How to Conduct a Workshop.

Eastern Regional Inst. for Education, Syracuse, N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2875

Pub Date [70]

Note—210p.

EDRS Price MF-$0.65 HC-$9.87

Descriptors—*Charts, Educational Philosophy, *Flow Charts, *Inservice Teacher Education, Teacher Education, *Teacher Workshops, *Workshops

Identifiers—Eastern Regional Institute for Education, ERIE

After 3 years of workshop experience, the Eastern Regional Institute for Education (ERIE) has produced this document describing a rationale for workshops which places emphasis on participant involvement and on the planning, conducting and evaluation of a workshop for groups of participants ranging in number from 15 to 500 persons. Major sections of this volume deal with the rationale for inservice education, a working philosophy for workshops, and procedures for organizing and managing a workshop. The first section, rationale for in-service education explains the importance of in-service training and the need for workshops. The philosophy of workshops describes the applications of social systems to workshop planning and execution, the methods of involving participants in workshop activities, and the importance of involving administrative personnel in workshop activities. The third section, flowcharts, indicated procedures for organizing a workshop. This section describes the use of flowcharts and the construction of a chronological and timetable of tasks to be performed in order to plan and execute a workshop. Additional sections list the literature cited and suggested readings. A separate volume of flowcharts is designed for use with the major narrative section on procedures for organizing and managing a workshop. A 23-item bibliography is included. (Related document is SP 005 798.) (MJM)

ED 065 487 24 SP 005 814

Fraenkel, Jack R.

Evaluation of National Center for Educational Research and Development/Teacher Corps Competency-Based Education Development Project.

San Francisco State Coll., Calif.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-8075

Pub Date May 72

Grant—OEG-0-70-4676

Note—127p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Cluster Grouping, *Curriculum Development, *Instructional Design, *Performance Based Teacher Education, Performance Criteria, *Teacher Education

Identifiers—San Francisco State College

This report describes a 1-year effort at San Francisco State College to incorporate as part of a Cycle 5 Teacher Corps Project some aspects of competency-based education in the instruction of the Teacher Corps interns. A 3-hour weekly course in curriculum and instruction occurring for the entire 1970-71 academic year served as the vehicle of competency-based instruction. Intern and staff dissatisfaction with the initially traditional nature of the course resulted in a number of innovative changes, the most noticeable of which being the formation of cluster-development teams, consisting of both interns and staff members. These teams worked jointly to design instructional modules and clusters (groups of modules), and to collect, store, and organize the material necessary for the implementation of these modules. Intern attitudes toward the Teacher Corps program were assessed both at the beginning and end of the 1970-71 academic year. A number of recommendations for developing competency-based instructional programs are given. An 18-item bibliography and appendixes are included. (Related document SP 005 815.) (Author)

ED 065 488 24 SP 005 815

Pursley, Peter

Evaluation of National Center for Educational Research and Development/Teacher Corps Competency-Based Education Development Project. Final Report.

Frederick Burk Foundation for Education, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-8075

Pub Date Aug 71

Grant—OEG-0-70-4676

Note—5p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cluster Grouping, *Curriculum Design, *Educational Programs, *Instructional Design, *Performance Based Teacher Education, Performance Criteria, *Teacher Education

Identifiers—NCERD, San Francisco State College, Teacher Corps

This report on the NCERD/Teacher Corps competency-based teacher education project (CBTE) is an assessment of the extent to which the project's objectives were realized. Two methods of inquiry were employed. The principal method of inquiry was interviewing key participants on the Teacher Corps program. The secondary method employed was a review and analysis of project records, proposals, memoranda, and reports. The project's principal goals and progress toward those goals were assessed as follows: the goal of project clarification was fully realized by July 1971; the goals of CBTE program implementation was fully realized in the San Francisco State College Teacher Corps Cycle 5 as of August 1971; and the goal of collaboration in project operations was fully realized after appropriate revisions in the decision making process were made. It was recommended that future CBTE projects of this type be funded on a fee per student successfully trained basis. (Related document is SP 005 814.) (Author/MJM)

ED 065 489 24 SP 005 816

Hafiz, M. Sharif

Developing a Competency-Based Elementary Teacher Education Program at Norfolk State College Based on the Implications-Study of the Comprehensive Elementary Teacher Education Models. Final Report. Vol. I.

Norfolk State Coll., Va.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

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Descriptors—Educational Development, *Educational Planning, *Educational Programs, *Elementary Education, Models, *Performance Based Teacher Education, *Teacher Education

Identifiers—CETEMS, Comprehensive Elementary Teacher Education Model, Norfolk State College

This report reviews the culmination of a series of activities, procedures, and conferences which were employed by the faculty of Norfolk State College (NSC) for the study of the Comprehensive Elementary Teacher Education Models (CETEMS). Five major procedures were incorporated in the process of studying the programs. The first step was to develop a criterion in terms of local needs and for use in the study of the CETEM Programs. Models were reviewed against this criteria. Next, project directors of those models which more closely reflected the criteria development for the study were invited to NSC to conduct a 1-day seminar on their model. Copies of summaries as well as full Phase 1 reports on CETEMS were made available for individual study. Teams of two or more members of the project staff made on-site visits to two model developing institutions, attended two conferences of developing institutions, and participated in a dissemination conference. Finally a 2-day

workshop on the model programs was organized at the campus of NSC which was attended by the project staff, non-educational faculty of NSC, public school personnel education faculties from two other local teacher training institutions, and representatives from the state department of education. Appendixes on related material are included. (Related document SP 005 817) (MJM)

ED 065 490 24 SP 005 817
Hafiz, M. Sharif
Developing a Competency-Based Elementary Teacher Education Program at Norfolk State College Based on the Implications-Study of the Comprehensive Elementary Teacher Education Models. Final Report. Volume II.
Norfolk State Coll., Va.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-9-8042
Pub Date 72
Grant—OEG-0-9-568042-4319(010)
Note—149p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Objectives, *Instructional Materials, *Instructional Programs, *Learning, Learning Processes, *Performance Based Teacher Education, *Teacher Education
Identifiers—Norfolk State College
This document presents instructional modules of the competency-based elementary teacher education program at Norfolk State College. A threefold criterion formed the basis of the instructional module: 1) knowledge of criteria, which are employed to assess only the first level of learning; 2) performance criteria, which are used to assess the student's ability to use his knowledge; and 3) product criteria, which are brought to bear in judging a teacher trainee's ability. The instructional modules (IMs) are learning tasks based on a single-concept behaviorally stated objective. Each IM-Cluster contains tentative procedural elements: objectives, rationale, prerequisites, preassessment, learning tasks and activities, resources, and post-assessment. IM-Clusters presented include a) an introductory overview of reading, b) reading readiness, c) teaching comprehension, d) organizing for meeting individual differences in reading, and e) reading difficulties and their treatment. Evaluative and related material are included. (MJM)

ED 065 491 24 SP 005 819
Towson, Shelagh M. J.
Tutor Role Enactment in the Peer Teaching Dyad: The Effects of Tutor-Initiated Tutee Evaluation and Reward.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—TR-218
Bureau No—BR-5-0216
Pub Date Mar 72
Contract—OEC-5-10-154
Note—44p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cross Age Teaching, *Evaluation, *Grade 3, *Grade 5, Peer Relationship, Peer Teaching, Reinforcement, *Rewards, Teaching Techniques, *Tutoring
The purpose of this study was the determination of those peer teaching variables crucial for the older child's maximal satisfaction. Subjects were 48 fifth grade and 48 third grade children, each grade consisting of 24 males and 24 females. The failure of some subjects to participate in all experimental sessions necessitated the elimination of nine subject pairs, leaving 39 usable subject pairs. Each fifth grade subject was paired with a same-sex third grade subject. Subject pairs were randomly assigned to three conditions: a) evaluation-reward, b) evaluation-no reward, and c) no evaluation. All subject pairs met for five 1-hour tutoring sessions on reading skills. Planned comparisons of pre- and post-experimental data indicated that tutors in the evaluation-reward conditions were significantly less satisfied with tutoring than were tutors in the other two conditions. It was hypothesized that these results were due to the reluctance of the tutors to assume the dual responsibilities of both evaluating and rewarding their tutees. A 31-item bibliography is included. (Author/MJM)

ED 065 492 24 SP 005 820
Wiley, Robert C.
Determining Tendencies of College Faculty, Student Teachers, and Cooperating Teachers Toward Traditionalism or Progressivism in their Attitudes Regarding Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-G-020
Pub Date Mar 72
Grant—OEG-7-71-0010(509)
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Faculty, *Cooperating Teachers, Educational Practice, Student Motivation, *Student Teachers, *Teacher Attitudes, Teacher Education, *Teacher Influence
Identifiers—Kerlinger's Education Scales VI and VII
This investigation was undertaken to assess and determine relationships between a college education faculty, student teachers, and cooperating teachers concerning their tendencies toward conservatism or progressivism and resultant influences upon student teachers. Instruments used to assess tendencies toward conservatism or progressivism were Kerlinger's Education Scale VI and Education Scale VII. The procedures involved a pilot study with experimental and control groups followed by the complete study. Significance of differences between group means were determined by t-tests. The study indicates that the Kerlinger instruments do distinguish degrees of conservatism or progressivism. Data indicated that the education faculty tended strongly toward progressivism, the cooperating teachers toward conservatism, and student teachers were about midway between the two. As a result of on-campus "block" courses, student teachers moved strongly toward progressivism, but regressed toward conservatism during student teaching, with regression greatest among elementary student teachers. Results of the study question the value of student teaching unless the goals of the teacher training program and the attitudes of cooperating teachers are compatible. The appendix includes Education Scales VI and VII. (Author/MJM)

ED 065 493 SP 005 827
Sadker, David *Sinclair, Robert L.*
Dimensions of the Elementary School Educational Environment: A Factor Analytic Study.
Pub Date Apr 72
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Environment, Educational Research, *Elementary Education, *Elementary School Students, Factor Analysis, *Student Behavior, *Student Reaction
Identifiers—Elementary School Environment Survey, ESES
This document reports on the advancement of an instrument for assessing the elementary school educational environment of young children. Fifty-four public elementary schools (K-6) in Massachusetts were randomly selected. Educational environment was assessed in the sampled schools by having 5,412 fifth and sixth grade students respond to two forms of the Elementary School Environment Survey (ESES) consisting of 40 statements each concerning conditions and happenings characteristic of elementary schools. Students were asked to respond to each statement in ESES as a true or false description of their elementary schools. These responses were subjected to factor analysis and rotated along oblique axes. Six emerging factors were reviewed by 12 judges and contextually named: a) alienation, b) humanism, c) autonomy, d) morale, e) opportunism, and f) resource. A procedure for assessing environments and ways in which environmental information might be used are suggested. A 14-item bibliography is included. (Author/MJM)

ED 065 494 SP 005 828
Commitment to Crisis.
Seton Hall Univ., South Orange, N.J.
Pub Date Jun 71
Note—75p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Programs, Educational Responsibility, Education Majors, *Individual Instruction, *Student Teaching, *Teacher Education, Teaching Experience, Teaching Techniques, *Tutorial Programs
In May 1971, Seton Hall University developed a 6-week program designed to alleviate the academic losses that students suffered as a result of the 11-week teachers' strike in Newark, New Jersey. This experimental design has evolved into a year-round project in Newark for 1971-72. Thirty-six prospective teachers in two high schools and 125 teachers in seven elementary schools, guided by 10 clinical professors, determined achievement levels; detected health difficulties; planned materials and methods; and instructed, counseled, and evaluated on a one-to-one and small group basis. They assisted 1,000 failing and borderline students who had various academic and personal problems. The college students and their professors worked 4 hours daily in the schools and attended afternoon evaluative, planning, and instructional minars. These seminars included topics pertinent to their experiences from psychology, philosophy, methodology, sociology, reading, counseling, and evaluative and follow-up techniques. Field work and seminar participation enabled sophomores and juniors to earn six academic credits; senior and graduate student teachers earned eight. A digest of descriptive and evaluative reports are included. (Author/MJM)

ED 065 495 SP 005 830
Securro, Samuel, Jr. *Walls, Richard T.*
Strategies For Increasing Self-Initiated Verbal Interaction.
West Virginia Univ., Morgantown.
Pub Date [71]
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Education Majors, Response Mode, *Student Behavior, *Student Participation, *Student Reaction, *Verbal Communication
The purpose of this study was to determine if behavior recording strategies in a field setting would increase the verbal responsiveness of prospective teachers participating in informal, small group discussions. The sample consisted of 192 male and female undergraduate education majors enrolled in an introductory educational psychology course. Subjects were randomly assigned to 12 discussion groups and to three treatments. The three treatment conditions used were: a) the student recorded his own talking behavior, b) the discussion leader recorded the subject's talking behavior with the subject's knowledge, and c) the control condition in which responses were recorded by the instructor with the student's knowledge. All groups met weekly for one 50 minute discussion period. Following the 4-week treatment period, subjects that had averaged four or more responses for the first and second recording sessions were eliminated from the statistical analysis. The remaining 120 subjects were identified as "passive" and only for these subjects were the analyses performed. Results indicated that recording strategies can increase the level of verbal responsiveness for passive students under the conditions described. A 9-item bibliography is included. (MJM)

ED 065 496 SP 005 831
Perlberg, Arye *Kremer, Lya*
The Use of Micro-teaching Techniques to Train Student-Teachers in Stimulating Learners' Questions.
Pub Date Mar 72
Note—13p.; Paper presented at the Annual Meeting of the American Education Research Assn., April 1972, Chicago
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Inquiry Training, *Microteaching, *Questioning Techniques, *Student Teachers, Teacher Behavior, Teacher Education, *Training Techniques
Identifiers—Gordon Teachers Training College
This paper deals with the use of microteaching techniques to train student teachers in stimulating learners' questions. Research was carried out at the Gordon Teachers Training College, Haifa, Israel. A rating scale, including teaching patterns stimulating learners' questions, was prepared from the existing literature and the analysis of pilot micro-lessons. Twenty student teachers taught four micro-lessons each to seventh grade pupils; ten of them were supervised as a group, the others individually. The results show that

microteaching helped student teachers acquire behavior stimulating learners' questions, and that group supervision was most effective to this end. A 17-item bibliography is included. (Author)

ED 065 497 SP 005 835
Hannam, Charles And Others
Young Teachers and Reluctant Learners.
Pub Date 72
Note—158p.
Available from—National Council of Teachers of English, Order Dept., 111 Kenyon Road, Urbana, Illinios 61801, Stock No. 233307 ($1.25 prepaid)
Document Not Available from EDRS.
Descriptors—Culture Conflict, Educational Programs, Interpersonal Relationship, Learning Difficulties, Middle Class Values, *Social Class, *Social Structure, *Socioeconomic Status, *Student Teachers, Teacher Education
Identifiers—Hillview Project
This book presents an account of the Hillview project, designed to help young teacher trainees to get to know and understand the lives and values of working class children. The children were aged 15 and for the most part on the verge of leaving school. The project involves the student teachers in informal relationships and does not require that they teach the children in any formal sense. Data were gathered primarily from student teacher journals and contributions in discussions. The book, divided into seven areas, reviews: a) the problem, b) the Hillview project, c) the background of five school leavers, d) authority and the young teacher, e) social class, f) language, and g) possible alternatives. As a result of data gathered, new insights were gained concerning: 1) the clash of middle class (teachers) and working class (student) values; 2) the conflicts between the reluctant learner and the young teacher created by the way in which authority is expressed; and 3) the development of an effective, working dialogue between the teacher and child. (MJM)

ED 065 498 SP 007 326
The Black Man in American Society.
Framingham Public Schools, Mass.
Pub Date 68
Note—72p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*African American Studies, *Curriculum Guides, Negroes, *Negro History, Negro Leadership, Negro Role, *Race Relations, Slavery, Social Structure, United States History
GRADE OR AGES: Junior high school. SUBJECT MATTER: The black man in American society. ORGANIZATION AND PHYSICAL APPEARANCE: There are four major parts each with an overview. The four parts concern a) the African heritage of the black man, b) the American exploitation of the black man, c) the black man's contribution to American society, d) the black man's dilemma in the white man's world. Each part has sections with overviews and a list of behavioral objectives (student oriented activities). Each behavioral objective has references, suggested procedures, and other aids. A bibliography, two pretests, and readings from related materials are included. The guide is mimeographed with a metallic binder and soft cover. OBJECTIVES AND ACTIVITIES: Objectives are stated in each section in terms of observable student behavior or an observable product of student behavior. Specific activities are listed. INSTRUCTIONAL MATERIALS: Books, magazines, newspapers, records, and filmstrips are listed in the bibliography. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

ED 065 499 SP 007 354
Carlson, Marshall Fennig, Lois
Modern Problems: Sociology Units. An Experimental Program for Grade 12.
Bloomington Public Schools, Minn.
Pub Date 69
Note—335p.
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Crime, *Curriculum Guides, Delinquency, Drug Abuse, *Grade 12, Law Enforcement, *Minority Groups, Social Problems, *Sociology
GRADES OR AGES: Grade 12. SUBJECT MATTER: Sociology; modern problems. ORGANIZATION AND PHYSICAL APPEARANCE: The guide contains two units, one on the problems of minority groups and the other on social pathology. Sub-sections of unit 2 include crime and criminals, criminal investigation, gun control, U.S. criminal law, criminal procedure, punishment, juvenile delinquency, drugs, and capital punishment. Each unit has the following sections: introduction, objectives, generalizations and activities, duplicated resources, transparency masters, and bibliography. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Basic objectives are included in the introductory material, while more detailed objectives are set out at the beginning of each unit. Detailed activities are listed for each unit, together with the resource materials required. INSTRUCTIONAL MATERIALS: Each unit includes extensive duplicated resource material, transparency masters, and lengthy bibliography. STUDENT ASSESSMENT: Suggestions are included in the introductory material for methods of student self-evaluation, teacher-student conference, teacher observation and evaluation, teacher-made tests, and standardized tests. (MBM)

ED 065 500 SP 007 358
Reed, Mary Jane
Growing With Language: Laying Foundations for Reading. Kindergarten.
Bloomington Public Schools, Minn.
Pub Date 68
Note—46p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Early Childhood Education, *Kindergarten Children, *Language Arts, Oral Expression, *Reading Readiness
GRADES OR AGES: Kindergarten. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has five main sections; 1) comprehension skills; 2) attitudes and interests; 3) word recognition skills; 4) study skills; and 5) oral expression. Each section has sub-sections giving an overall description of the topic, a list of comprehension skills, activities, and one or more sample lessons. A brief final section deals with the kindergartener who can read. The guide is xeroxed and spiral bound, with a soft cover. OBJECTIVES AND ACTIVITIES: These are set out in the sections on desirable outcomes, as well as in the sample lessons. INSTRUCTIONAL MATERIALS: References to instructional materials are made in the text; there is no separate listing. STUDENT ASSESSMENT: No special provision is made. (MBM)

ED 065 501 SP 007 359
Nachbar, Cornelia And Others
Oral Usage Guide. Bloomington Elementary Schools.
Bloomington Public Schools, Minn.
Pub Date Nov 68
Note—30p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Elementary School Curriculum, *English, *Language Usage, *Standard Spoken Usage
GRADES OR AGES: Elementary. SUBJECT MATTER: English Language, Oral Usage. ORGANIZATION AND PHYSICAL APPEARANCE: The guide contains seven sections; 1) introduction; 2) position statement; 3) objectives; 4) implementation; 5) use of scope and sequence; 6) suggested activities for oral usage drill; and 7) bibliography. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Overall objectives are set out in section 3. The greater part of the guide is devoted to suggested activities, and for each activity information is given on purpose, players, materials, directions, adaptations, and cautions. INSTRUCTIONAL MATERIALS: Details are given of any materials needed for each activity. There is also an 8-item bibliography. STUDENT ASSESSMENT: None. (MBM)

ED 065 502 SP 007 360
Reed, Mary Jane
Mathematics in the Kindergarten.
Bloomington Public Schools, Minn.
Pub Date 69
Note—38p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Curriculum Guides, *Early Childhood Education, *Kindergarten, *Mathematics Curriculum, *Number Concepts
GRADES OR AGES; Kindergarten. SUBJECT MATTER: Mathematics. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has seven sections: 1) emphasis in mathematics; 2) three approaches--use of number in daily activities and content areas, manipulative materials and mathematically structured materials, and structuring special activities and/or problems; 3) number and operations, the natural numbers--counting and numeration; 4) elements of a set; 5) measurement and estimation--meaning of measurement; 6) geometry; and 7) bibliography of books for K-3. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are discussed in the first section. Sections 2-6 contain detailed descriptions of activities. INSTRUCTIONAL MATERIALS: Materials needed are described in the various activities, and there is also a 69-item bibliography. STUDENT ASSESSMENT: None. (MBM)

ED 065 503 SP 007 361
Lundman, Donald And Others
Elementary Art Constructions: A Supplement to the Elementary Art Guide 1968.
Bloomington Public Schools, Minn.
Pub Date 68
Note—102p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Art Education, *Curriculum Guides, *Elementary School Curriculum, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten, *Practical Arts
GRADES OR AGES: K-6. SUBJECT MATTER: Elementary Art--Constructions. ORGANIZATION AND PHYSICAL APPEARANCE: After a brief introduction and a scope and sequence chart, the guide is divided into seven sections, one for each grade covered, and these sections contain details for between three and nine projects, including the making of cheese boards, bookmarks, napkin holders, tool boxes, pencil cases and book covers. The text on each project includes objectives, materials and tools, and operations. There is also a detailed listing of materials and supplies and a glossary of terms. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives and activities are set out in detail for each project. INSTRUCTIONAL MATERIALS: Materials and tools are listed for each project and there is also a full listing of materials required for elementary art constructions. STUDENT ASSESSMENT: None. (MBM)

TM

ED 065 504 24 TM 000 917
Scott, Roger O.
Program Development through Formative Evaluation: The SWRL Instructional Concepts Program.
Southwest Regional Educational Lab., Inglewood, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-28
Bureau No—BR-6-2865
Pub Date 30 Aug 70
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Classroom Observation Techniques, *Concept Teaching, Data Analysis, Data Collection, Educational Change, *Evaluation Techniques, *Instructional Programs, Interviews, *Kindergarten Children, Task Performance, Tests
The SWRL Instructional Concepts Program has been developed to help kindergarten children quickly learn conceptual skills which are fundamental to academic achievement. Formative evaluation procedures employed in the 1968-69 tryout were primarily responsible for the changes incorporated into the present program. These procedures included teacher interviews, observations of lessons being taught, student tests for each unit of the program, and collection and analysis of pretest and posttest performance data. It is expected that the revised Instructional Concepts Program will be more effective for students and more acceptable to teachers because of the revisions resulting from the formative evaluation procedures. (Author)

ED 065 505 24 TM 000 918
Sullivan, Howard J.
Improving Learner Achievement through Evaluation by Objectives.
Southwest Regional Educational Lab., Inglewood, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—SR-4
Bureau No—BR-6-2865
Pub Date 29 May 68
Note—29p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Behavioral Objectives, Behavior Change, *Classification, Course Content, Curriculum Design, *Educational Objectives, Educational Programs, *Evaluation Techniques, Improvement, Individual Development, Learning Activities, Skill Development, Standards, *Student Behavior, Task Performance, Taxonomy, Thought Processes
Identifiers—Behavioral Classification System, Bloom Taxonomy
Evaluation techniques were designed to improve learner performance through use of prespecified popular instructional objectives. Current curriculum planning and evaluation practices are examined. Two common evaluation malpractices are: (1) the tendency to treat the content of the program as the most important criterion for evaluation, (2) the evaluation of desired learner behaviors that occur under certain classroom conditions, but do not represent actual behavior changes. Two steps to aid in the development of desired learner capabilities are: (1) To list those capabilities that the learner should acquire from the course; and (2) To attempt to develop these learner capabilities through appropriate instructional experiences. The use of a standard classification system for specifying intended educational outcomes and classifying student behaviors is a procedure that has gained considerable acceptance. One such system is the Bloom Taxonomy, which classifies educational objectives "related to mental acts or thinking" into six categories: knowledge, comprehension, application, analysis, synthesis, and evaluation. Another system is a Behavioral Classification System published by the American Association for the Advancement of Science. Instructional objectives are important for two purposes: planning instruction and assessing its effects. Two types of evaluation are formative and summative. The former evaluates programs still under development and the latter completed programs. A need exists for further study of evaluation procedures. (CK)

ED 065 506 24 TM 000 919
Shoemaker, David M.
Item-Examinee Sampling Procedures and Associated Standard Errors in Estimating Test Parameters.
Southwest Regional Educational Lab., Inglewood, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-27
Bureau No—BR-6-2865
Pub Date 5 Jun 70
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Error Patterns, *Item Sampling, Research, *Sampling, Statistical Analysis, *Test Interpretation, *Test Results
Selected parameters for a negatively-skewed and a normally distributed normative distribution were estimated in a post-mortem item-examinee sampling investigation. Manipulated systematically were number of subtests, number of items per subtest, and number of examinees responding to each subtest. Each item-examinee sampling procedure was replicated five times. Defining one observation as the score received by one examinee on one item, the results indicate that the mean of a normative distribution is easily and efficiently estimated with a relatively small number of observations; the variance, to the contrary is a more difficult parameter to approximate and requires a larger number of observations to obtain a reasonable efficient estimate. The results of this investigation support the conclusion that, in estimating parameters by item-examinee sampling, the variable of importance is not the item-examinee sampling procedure but is instead the number of observations obtained by that procedure. (Author)

ED 065 507 TM 001 427
Engel, John D.
Development of a Work Sample Criterion for General Vehicle Mechanic.
Human Resources Research Organization, Fort Knox, Ky. Div. 2.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—TR-70-11
Pub Date Jul 70
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Auto Mechanics, *Criterion Referenced Tests, Equivalency Tests, Item Analysis, *Measurement Techniques, *Performance Tests, Questionnaires, Research Methodology, Skill Analysis, Task Performance, *Test Construction, Test Reliability, Test Results
Identifiers—*JOBTEST 1
A work sample criterion test was developed for General Vehicle Repairman, MOS 63C30 and 63C40. Test items covered three task categories: troubleshooting, corrective action, and preventive maintenance. Thirty-eight organizational mechanics were tested at Fort Knox, Kentucky. Data were also collected on the quality of performance, for example, use of good procedures, use of test equipment, and so forth. The study indicated that (a) the test appears to have a high degree of reliability (r=.82), (b) on the average, 60% of the test exercises were successfully completed by the 38 mechanics, (c) there was a moderate relationship between performance and length of experience, and (d) there were indications of lack of use and unfamiliarity with technical publications, and also a lack of skill in the use of special tools and equipment. (Author)

ED 065 508 TM 001 428
Diamond, James Evans, William
An Investigation of the Cognitive Correlates of Test-Wiseness.
Pub Date [72]
Note—5p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Correlation, Cues, Factor Analysis, *Grade 6, *Measurement Instruments, *Multiple Choice Tests, *Test Construction, *Test Wiseness
Gibb (1964) defined test-wiseness (TW) as the ability to respond advantageously to item clues in a multiple-choice setting and therefore to obtain credit without knowledge of the subject matter being tested. This study investigated TW in a sample of 6th grade pupils. A test instrument was developed utilizing fictitious material similar to the strategy employed by Slakter, et al (1970). The study examined the cognitive correlates of TW through the interpretation of correlational matrices and factor analyses. The results lend support to the notion that TW is not a general trait, but rather is clue-specific. (Author)

ED 065 509 TM 001 429
Centra, John A.
Evaluating College Teaching: The Rhetoric and the Research. Research Memorandum.
Educational Testing Service, Princeton, N.J.
Report No—RM-72-3
Pub Date Mar 72
Note—12p.; Paper presented at Conference of American Association for Higher Education, Chicago, Illinois, March 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Teachers, Educational Research, *Evaluation Methods, Faculty Promotion, Instructional Improvement, Rating Scales, *Self Evaluation, *Student Opinion, *Teacher Evaluation
Methods and reasons for evaluating teaching are discussed, and an experimental study of the effectiveness of students' ratings of teachers is described. The two main reasons for evaluating teaching as given in this paper are (1) to help make decisions about whom to promote, and (2) to improve instruction. In the experimental study, five diverse colleges participated. A total of some 470 faculty members were randomly assigned within each institution to one of three groups--feedback within a week (treatment group); no feedback, with summary of results given at end of the semester (control group); and posttest, which used rating form only at the end of the semester to determine whether simply using the form caused teachers to change, even without feedback. A 23-item form eliciting instructional procedures or behavior that an instructor could presumably change was used in the study. Results showed that instructors who received student feedback did not noticeably modify their teaching practices. A second aspect of the study was to determine to what extent instructors describe or rate their teaching differently from the students' ratings. Items from the student form were reworded slightly for instructor responses. It was found that there was a significant difference between instructor and student responses to most items, with instructors rating their teaching in more positive terms. The use of student pre- and post-test scores as a means of evaluating the effectiveness of teaching are seen as beneficial to the teacher, but their use as the sole criterion for determining teaching effectiveness is not advocated. Suggestions are made as to other evaluation techniques. (DB)

ED 065 510 TM 001 430
Echternacht, Gary J.
An Examination of Test Bias and Response Characteristics for Six Candidate Groups Taking the ATGSB.
Educational Testing Service, Princeton, N.J.
Report No—PR-72-4
Pub Date Mar 72
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Admission Criteria, Business Education, Caucasian Students, Females, *Graduate Students, Males, Negro Students, *Racial Factors, Response Style (Tests), *Sex Differences, *Test Bias, *Test Wiseness
Identifiers—*Admission Test Graduate Study in Business, ATGSB
Differences between black and white, male and female groups who took the Admission Test for Graduate Study in Business (ATGSB) during February 1971 were examined in three studies. The studies were: (1) a study of the biasedness of the test with respect to the groups, (2) a comparison of the mean criterion scores for those candidates who omit items, and (3) a comparison of the response randomness for the sub-groups involved. The ATGSB in this study consisted of seven separate tests: Reading Recall I, Reading Recall II, Antonyms, Analogies, Sentence Completion, Mathematics, and Data Sufficiency. The tests were conducted in two types of settings, a regular test center which charged a fee and at fee-free centers. A total of 2,930 candidates, who were attending institutions in the West, North Central, South, Northeast, and Foreign Institutions, were sampled for each research question. The groups and their sizes were: fee-free males 485, fee-free females 370, regular center black--males 630, females 150, white males 995 and white females 300. The results of Study One: Statistically Defined Test Bias showed that if item-group interaction is accepted as a definition of test bias, then each section of the ATGSB is biased in some way. It appeared that racial bias is contributing more than sex bias in each of the subtests. In Study Two: Omit Behavior, the white group mean criterion score was the lowest among the three groups in the majority of cases. Study Three: Randomness of Response results showed the randomness in chosing distractors was greatest in the fee-free groups and there was more randomness in female groups than male groups. Conclusions, recommendations and graphs are given. (DB)

ED 065 511 TM 001 431
Randhawa, Bikkar S. Korpan, Susan
Dimensions of a Scale of Attitude Toward the Learning of French as a Second Language and Their Correlates.
Pub Date Apr 72
Note—19p.; Paper presented at Annual Convention of National Council on Measurement in Education, Chicago, Illinois, April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Attitude Tests, Factor Analysis, French, *Grade Equivalent Scores, *Learning Motivation, *Measurement Instruments, Secondary School Students, Second Language Learning, Sex Differences
An instrument to measure attitude toward the learning of French as a second language (ALFS) was developed. Instruments already developed to

measure motivational intensity and orientations (instrumental and integrative) were modified to fit the local situation. The experimental subjects were 100 students from grades 7 and 8. Twenty-five students were selected randomly from each grade and sex, out of a total of 571, receiving instruction in French by "Le Francais International" method in a mid-western Canadian city. Each of the subjects was rated on achievement by their respective teachers on a 5-point scale. The ALFS scores intercorrelation matrix produced 4 principal factors which were rotated to varimax- and promax-criterion. These factors were interpreted to be pragmatic, possessive, perseverance, and reflective attitudes. The intercorrelation matrix of the 4 factor scores, motivational intensity, orientations, and achievement ratings, resulted in only one principal factor establishing ALFS factors as correlates of the other variables. A step-wise regression analysis revealed that perseverance factor and motivational intensity were the most effective of the 7 competing predictors of achievement in French, accounting for 26.8% of the variance, whereas the entire set of predictors accounted for 30.6% of the variance. (Author)

ED 065 512 TM 001 432
Stoltman, Joseph P.
Manual--Territorial Decentration Test (Revised Edition).
Pub Date Oct 71
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Children, *Criterion Referenced Tests, Manuals, Perceptual Motor Coordination, Physical Geography, *Scoring, Space Orientation, *Test Construction, *Testing, Test Interpretation, Verbal Tests
Identifiers—Piaget (Jean), *Territorial Decentration Test
A test for assessing the child's ability to identify territories and their relationship to each other--the Territorial Decentration Test--is discussed. In addition to a description of the test, the administration and scoring of the test and the assignment of score ranges and criterion levels (Territorial Stages) are described. A directions Form and Response and Score Form are provided (see TM 001 433). (DB)

ED 065 513 TM 001 433
Stoltman, Joseph P.
Territorial Decentration Test.
Pub Date Oct 71
Note—3p.
Available from—Not available separately; see TM 001 432
Document Not Available from EDRS.
Descriptors—*Scoring, *Test Construction, *Tests, *Verbal Tests
Identifiers—*Territorial Decentration Test
The forms that comprise the Territorial Decentration Test are provided. These forms are: Directions Form (Verbal Territorial Identification--Subtest A; Verbal Territorial Relationship--Subtest B; Territorial Inclusion Using Written Symbols--Subtest C; and Territorial Inclusion Using Props--Subtest D); Response and Score Form (Behavior-Explanation). (For related document, see TM 001 432.) (DB)

ED 065 514 TM 001 434
Hilton, Thomas L.
Predictability and Intellectual Growth--Some Comments on the Degree and Interpretation of Growth Correlations.
Educational Testing Service, Princeton, N.J.
Report No—RM-72-1
Pub Date Feb 72
Note—14p.; Expanded version of paper presented at annual meeting of American Psychological Association, Washington, D.C., 1971
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, *Achievement Tests, *Correlation, Elementary School Students, *Grade Equivalent Scores, Predictive Ability (Testing), Secondary School Students, *Test Interpretation, *Test Results
Identifiers—SCAT, School and College and Ability Test, Sequential Test of Educational Progress, STEP
Five possible interpretations are given of very high correlations between scores on successively administered ability tests in a longitudinal sample of approximately 7,000 public school students tested in grades 5, 7, 9, and 11. At each of the four grades, students were given the appropriate level of the Sequential Test of Education Progress (STEP) and the School and College and Ability Test (SCAT). The correlation between grade levels of a verbal factor and a quantitative factor were: verbal factor, .94 (5th grade vs. 7th), .95 (7th vs. 9th), and .96 (9th vs. 11th); and for the quantitative factor, .90 to .93 to .95. The interpretations are: (1) During these two-year periods, U.S. students change intellectually very little; (2) The high correlations result from methods or from factors specific to each SCAT and STEP test; (3) The high correlations result from the tests' measuring general intellectual abilities which mature without being influenced by differential student experience; (4) Which school a student attends makes no difference; and (5) Each student's growth rate is set early in his life and remains constant thereafter. None of the five interpretations were found to be wholly acceptable. It is concluded that suitable measures of all variables related to the data analysis of each of the probable causal pathways involved in the growth process in question are needed. (DB)

ED 065 515 TM 001 435
Meier, John H. And Others
Administration, Scoring, and Interpretation Manual for the Individual Learning Disabilities Classroom Screening Instrument.
Colorado Univ., Denver. Medical Center.
Pub Date 71
Note—81p.; Revised and enlarged edition of 1970 publication
Available from—Dr. John H. Meier, Dr. Marion T. Giles, or Mr. Verl O. Cazier, JFK Child Development Center, University of Colorado Medical Center, 4200 East Ninth Avenue, Denver, Colorado 80220 (no price quoted)
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—*Behavior Rating Scales, Bibliographies, Evaluation Methods, *Learning Disabilities, Manuals, Reference Materials, Remedial Instruction, Scoring, *Screening Tests, Student Evaluation, *Testing, *Test Interpretation
Identifiers—ILDCSI
This manual for administering, scoring, and interpreting the Individual Learning Disabilities Screening Instrument is introduced with the definition, prevalence, and etiology of learning disabilities. Next, a sample of the Individual Learning Disabilities Classroom Screening Instrument (ILDCSI) is provided. The administration and scoring of the ILDCSI are explained, and brief descriptions and interpretations of each of the eight individual learning disability categories described on the ILDCSI Scoring Form are given. An annotated list of tests and procedures most frequently used in the diagnosis of an individual learning disability is included, the items appearing under the following categories: intelligence, perceptual, neurological evaluation; pediatric evaluation; academic achievement and diagnostic tests; diagnostic language and concept formation tests; readiness and screening tests; and social competence test. Suggested activities, teaching methods, and preventive techniques are provided as aids for the teacher in applying remedial techniques. Included in these activities are those presented in the Facilitator's Handbook II, Episodes and Program Implementation for S.O.L.--System for Open Learning. An index is provided of the episodes and their subgroups or units. References and a selected bibliography are provided. (DB)

ED 065 516 TM 001 436
Welsh, James
Educational Quality Assessment. Pennsylvania Looks at Its Schools.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date 71
Note—26p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Objectives, *Educational Quality, *Evaluation Criteria, *Evaluation Methods, *Measurement Instruments, Predictor Variables, Questionnaires, State Programs, *Student Evaluation, Test Reliability, Test Validity
Identifiers—*Pennsylvania
The Pennsylvania Plan for Educational Quality Assessment is discussed as to its beginnings, its goals, its implementation, and its future. The plan aids schoolmen of the State in assessing the quality of education their schools are providing in relation to 10 goals, which propose to encourage the students to develop self-understanding, understanding of others, basic language and number skills, good citizenship, good health habits, their own creative potential, an appreciation of broad human achievement, a continuing interest in their own further learning, an ability to prepare themselves for productive vocations, and an ability in general to change within a changing world. In 1968, a pilot program (Phase I) was implemented to test a 10-goal measurement package to assure that each test was reliable and valid. The variable conditions were characteristics of students, of teachers, and of school and community. Phase II, carried out in 1969, used replies of students and teachers to questionnaires and data from school administrators and the Bureau of Statistics to develop standards for students' performance. Phase III, begun in 1970 and still underway, is the actual assessing of 111 school districts. A case study of one of the school districts is included with a chart of the percentile ranking of the schools on the 10 goals, as well as the actual score for each of the school's students. (For related documents, see TM 001 437-439.) (DB)

ED 065 517 TM 001 437
Burson, William W.
Manual for Interpreting School Reports, 1971-72.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.
Pub Date Dec 71
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Statistics, *Educational Quality, *Evaluation Criteria, *Measurement Instruments, Norms, Predictive Measurement, Questionnaires, School Statistics, *Student Evaluation, *Test Interpretation, Test Results
Identifiers—*Pennsylvania
To assist Pennsylvania school personnel in interpreting the reports resulting from that State's Educational Quality Assessment program, this manual provides information on the goals, dimensions measured, variables measured, and method used. Appendixes provide the school norms for Grade 5 and Grade 11, a Teacher Questionnaire, School Information Form, Percentile Distribution of six indices, Student Distributions for Five School Groups on EQA Instruments (Grades 5 and 11), List of Occupations desired by 11th grade students, and a graph of Normal Curve with Z-Scores and Percentile Equivalents. (For related documents, see TM 001 436, 438, 439. (DB)

ED 065 518 TM 001 438
Educational Quality Assessment: Manual for Interpreting School Reports.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.
Pub Date Jan 71
Note—67p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Statistics, Educational Quality, Evaluation Criteria, *Evaluation Techniques, *Measurement Instruments, Norms, Predictive Measurement, Questionnaires, School Statistics, *Student Evaluation, *Test Interpretation, *Test Results
Identifiers—*Pennsylvania
The results of the Pennsylvania Educational Quality Assessment program, Phase II, are interpreted. The first section of the manual presents a statement of each of the Ten Goals of Quality Education which served as the basis of the assessment. Also included are the key items on the questionnaires administered to 5th and 11th grade students. The second section concerns condition variables--their sources, and how raw data were transformed into condition variables. Section three provides norm tables showing the distributions on the measurement instruments in grades 5 and 11 in 355 elementary and 73 secondary schools. In addition, tables provide condition variable norms for the two grades, along with condition variable indices. Tables also provide a summary of the variables used to predict school means and the weights applied to the variables. The percentile distributions for the total student sample of each of the two grade levels were computed and tabulated. The tables show percentile ranks, raw score equivalents, and the mean of

each school as well as student distribution on five groupings--very high, high, middle, low, and very low. The manual concludes with instructions in how to read a norm chart with an illustration, and illustrations are also given of the form a school report takes. (For related documents, see TM 001 436, 437, 439.) (DB)

ED 065 519 TM 001 439
Campbell, Paul B. And Others
Educational Quality Assessment: Phase I Findings.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.
Pub Date Dec 68
Note—137p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Comparative Statistics, Data Analysis, Educational Quality, Evaluation Criteria, *Evaluation Techniques, Grade 5, Grade 11, *Measurement Instruments, State Programs, *Student Evaluation, *Test Results
Identifiers—*Pennsylvania
Findings of Phase I (Pilot Program) of the Pennsylvania Assessment of Educational Quality program are presented in relation to the design of the phase, the rationale for measurement, the procedures for data collection and data processing, and the results of the first analysis of the data. Tests were given to 1413 fifth graders and 1285 eleventh graders. The data are presented in relation to 10 educational goals. Forty figures present the data. The eight appendixes to the report are: Letter to School Superintendents; Letter to Parents; Instructions to Students; School Information Form; Student Information Form; Summary of Measurement Devices; Phase I Variables; and Phase I Correlation Matrices. (For related documents, see TM 001 436-438.) (DB)

ED 065 520 TM 001 440
Brooks, Glenwood C., Jr. Sedlacek, William E.
Choice of Racial Referent as a Variable in Racial Attitude Measurement.
Maryland Univ., College Park. Cultural Study Center.
Report No—RR-5-71
Pub Date [71]
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitude Tests, Caucasians, College Students, Factor Analysis, *Measurement Instruments, Negroes, *Racial Attitudes, *Situational Tests, Social Attitudes, *Student Attitudes
Identifiers—SAS, *Situational Attitude Scale
The same Situational Attitude Scale (SAS) social and personal situations and items used in Sedlacek and Brooks' (1970a,b) study were used in the current study. Four forms, neutral (A1), black (B1), white (A2) and Negro (B2) were administered to a sample (N=653) of prospective University of Maryland students attending a summer orientation program during a week selected at random. The results of this study closely paralleled the original study; i.e., whites generally respond more negatively to blacks in a situation than if race were not mentioned. The results also show that the subjects did not differentiate between no reference to race and mentioning white or between blacks and Negroes in situations. (Author/DB)

ED 065 521 TM 001 441
Chaples, Ernest A. And Others
Measuring Prejudicial Attitudes in a Situational Context: A Report on a Danish Experiment.
Maryland Univ., College Park. Cultural Study Center.
Report No—RR-9-71
Pub Date 71
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitude Tests, Caucasians, College Students, Foreign Workers, *Measurement Instruments, Negroes, *Racial Attitudes, *Situational Tests, Social Attitudes, *Student Attitudes
Identifiers—SAS, *Situational Attitude Scale
The purpose of this study was to examine the attitudes of white Danish university students toward blacks and Mediterranean foreign workers. The Situational Attitude Scale (SAS) was translated into Danish Forms A (no reference to race), B (black) and C (Mediterranean foreign worker) and administered to 274 white students at Copenhagen and Aarhus Universities. Results of analyses of variance and Sheffe post hoc comparisons indicated that white Danes were consistently pro-black but had strong negative feelings toward Mediterranean foreign workers. In fact, Danes viewed Mediterranean foreign workers much as whites from the United States view blacks. The implications for public policy in Denmark are discussed, as is the appropriateness of the SAS methodology in assessing racial and ethnic attitudes across cultures. (Author/DB)

ED 065 522 TM 001 442
Collins, Anne M. Sedlacek, William E.
A Comparison of Satisfied and Dissatisfied Users of Holland's SELF Directed Search (SDS).
Maryland Univ., College Park. Counseling Center.
Report No—CC-RR-5-71
Pub Date 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aptitude Tests, College Freshmen, Comparative Analysis, Decision Making, *Educational Objectives, Evaluation Methods, Occupational Choice, Search Strategies, *Self Concept Tests, Self Evaluation, *Tests, *Test Validity, Vocational Interests
Identifiers—Holland (John L), SDS, Self Directed Search
Preliminary use of the Self Directed Search (SDS) led to the speculation that some people were very dissatisfied with their results and others were quite pleased. Of the 4,631 incoming freshmen at the University of Maryland who completed the SDS, 485 were extremely dissatisfied with their results. The codes for these groups were compared using chi-square and t. Results indicated a greater percent of those dissatisfied did not obtain codes with a corresponding occupation listed in the SDS booklet. Also the satisfied group received more Artistic and Investigative codes while the dissatisfied group received more Conventional codes. The possibility that the SDS favors people from upper socioeconomic levels and implications of the results were discussed. (Author)

ED 065 523 TM 001 443
Kimball, Ronald L. And Others
Black and White Vocational Interests on Holland's Self Directed Search (SDS).
Maryland Univ., College Park. Cultural Study Center.
Report No—CSC-RR-6-71
Pub Date 71
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aspiration, *Attitude Tests, *Behavioral Objectives, Caucasians, College Freshmen, Cultural Factors, Educational Planning, Evaluation Methods, Negroes, Occupational Choice, *Participant Satisfaction, Pattern Recognition, Questionnaires, Self Evaluation, Socioeconomic Influences, Student Attitudes, *Test Reliability, Tests, *Vocational Counseling
Identifiers—Holland (John L), SDS, Self Directed Search
There was some concern that Holland's Self Directed Search for Educational and Vocational Planning (SDS) was inappropriate to use with blacks since it may steer them toward more Realistic occupations not requiring a college education. The purpose of the study was to compare the pattern of vocational planning choices for black and white students and to determine student satisfaction with SDS results. The SDS was administered to 143 blacks during freshman orientation and their results were compared to a random sample of whites. Results indicated that blacks tended to choose Social occupations more often, compared to more Realistic and Investigative choices by whites. That blacks tend to seek social service occupations has been demonstrated in several other studies. There were no difference in satisfaction with SDS results between blacks and whites. Implications for counseling blacks were discussed and the study concluded that the SDS was equally appropriate for blacks and whites. (Author)

ED 065 524 TM 001 445
O'Connell, Timothy J. Sedlacek, William E.
The Reliability of Holland's Self Directed Search for Educational and Vocational Planning.
Maryland Univ., College Park. Counseling Center.
Report No—CC-RR-6-71
Pub Date 71
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Aptitude Tests, College Freshmen, Comparative Analysis, Counselors, Decision Making, Educational Objectives, *Educational Planning, Occupational Choice, *Self Concept Tests, *Test Reliability, Tests, Test Validity, Vocational Counseling
Identifiers—Holland (John L), SDS, Self Directed Search
The purpose of this study was to provide test-retest reliability data for Holland's Self Directed Search for Educational and Vocational Planning (SDS). Sixty-five subjects were administered the SDS 7-10 months after they completed it during freshman orientation. Results indicated little change in summary codes obtained by subjects. Median reliability coefficients were .75 (Pearson Product Moment), 87 (Average Common Elements), and .92 (Spearman Rho). These coefficients are generally higher than the homogeneity of content coefficients (KR20) for subscales reported by Holland (1971) and the test retest coefficients reported by Baldwin (1971). Results were discussed and it was concluded that the SDS shows an acceptable amount of reliability, although subjects incorrectly scoring their own booklets is a source of unreliability. (Author)

ED 065 525 TM 001 446
Sedlacek, William E. Brooks, Glenwood C., Jr.
Race as an Experimenter Effect In Racial Attitude Measurement.
Maryland Univ., College Park. Cultural Study Center.
Report No—CSC-RR-1-71
Pub Date 71
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitude Tests, Behavioral Objectives, Caucasians, Measurement Instruments, Negroes, Questionnaires, Race Relations, *Racial Attitudes, *Racial Discrimination, *Rating Scales, Research Methodology, Response Style (Tests), *Situational Tests, Social Attitudes, Testing, Test Reliability
Identifiers—SAS, Situational Attitude Scale
Sedlacek and Brooks in measuring the attitudes of whites toward blacks with the Situational Attitude Scale (SAS) have used trained white administrators in all previous studies. The purpose of white administrators was to avoid calling attention to the racial variable being measured. However the instrument is not the entire simulus presented to subjects (Ss). A number of studies have shown that the characteristics, including race, of the researcher can affect results. The purpose of this study was to determine the effects of race of the experimenter administering the SAS on obtained results. Results indicated that there were no measureable effects attributable to the race of the person administering the SAS. Ss responded very similarly to Ss in previous administrations, that is whites generally responded negatively to blacks in personal or social situations. Evidence from this and other studies seems to indicate that the contextual situations provided by the SAS are sufficiently difficult to ignore, so that the S does make a racial response. Also Ss tend not to be distracted by extraneous variables such as race of experimenter, or the particular term used to denote race on the SAS. (Author)

ED 065 526 TM 001 447
Van Arsdale, Peter W. And Others
An Evaluation of the Foreign Language Placement Program at the University of Maryland.
Maryland Univ., College Park. Counseling Center.
Report No—CC-RR-6-70
Pub Date 70
Note—25p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, Aptitude Tests, *College Language Programs, College Students, Educational Objectives, Language Ability, Languages, Language Skills, Modern Language Curriculum, *Modern Languages, Motivation, *Program Evaluation, *Student Placement, *Success Factors
Identifiers—MLA, Modern Language Aptitude
Relationships between Modern Language Aptitude (MLA) test scores and grades for French, German, and Spanish were determined. Analyses within courses 01, 05, 06, 07, and 11 were conducted. Successful and unsuccessful students and

their MLA scores were identified in each course. Results indicated that placement was generally more successful in the advanced courses. Statistical artifacts such as restriction of range and motivational variables were discussed as possible explanations. Specific recommendations for new placement levels were made and adopted beginning in June 1970. It is recommended that the evaluation system employed be conducted periodically to insure optimal student placement. (Author)

ED 065 527 TM 001 448
Reyes, Donald J. Smith, Richard B.
A Study of the Prediction of Transfer Ability Based on Short Term Recall and Recognition of Science Principles.
Note—8p.; Paper presented at the Annual Convention of the National Council on Measurement in Education, Chicago, Illinois, April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Aptitude Tests, Classroom Observation Techniques, *Cognitive Measurement, Elementary School Students, Group Norms, Junior High School Students, *Learning Processes, *Predictive Ability (Testing), Problem Solving, *Recall (Psychological), Recognition, Retention, *Science Courses, Science Curriculum, Student Evaluation
The study is concerned with the recall or recognition of science principles one day after they have been taught and the ability of students to answer higher level transfer items involving the principle. The short term recall and recognition involved students who prior to/learning experience could neither recall nor recognize the science principles. Transfer ability was indicated by the ability to answer items that required the direct extrapolation of the principle, the application of the principle to new problem situation, and the ability to analyze statements, regarding the principle. No difference was found in the prediction possible from the short term recall and recognition data. (Author)

ED 065 528 TM 001 449
Sedlacek, William E.
Issues in Predicting Black Student Success in Higher Education.
Pub Date Apr 72
Note—6p.; Paper presented at the Annual Convention of the National Council on Measurement in Education, Chicago, Illinois, April 4, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Freshmen, Criterion Referenced Tests, Cultural Factors, *Educational Objectives, Evaluation Criteria, Higher Education, *Negro Achievement, Occupational Aspiration, *Predictor Variables, Racial Differences, Research Methodology, Self Concept, *Social Experience, Social Maturity, *Success Factors
The topic of predicting black student success in higher education is discussed. The Cultural Study Center (CSC) at the University of Maryland has begun a three phase research program aimed at answering the broad research question "Is there anything that could be called a unique black experience or experiences which could be measured and translated into practical terms?" The CSC is interdisciplinary and interracial. Phase one of the research examined the utility of currently used predictors and criteria; phase two involved examining currently available variables for use as potential predictors; and phase three will be taking what is learned from the first two phases and working with a variety of blacks on and off campus to develop predictors and criteria that reflect their experiences. Studies were conducted in the first phases with the following results: (1) Multiple R's in the .60's (using freshman grades as a criterion) are possible for blacks and whites using SAT, high school grades and high school rank, although optimal weights vary by race and sex; (2) Attrition and second year grades may be more relevant criteria for blacks; and (3) Several empirically developed predictors have been identified which bear careful scrutiny and should be restudied and tried out in some form in phase three. (Author/LS)

ED 065 529 TM 001 450
Soares, Anthony T. Soares, Louise M.
A Comparison Study of Personality and Vocational Interests of Disadvantaged and Advantaged Youths.
Pub Date Apr 72
Note—8p.; Paper presented at the Annual Convention of the National Council on Measurement in Education, Chicago, Illinois, April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitude Tests, *Behavioral Objectives, Comparative Analysis, Culturally Advantaged, Decision Making, *Disadvantaged Youth, Educational Objectives, Emotional Development, High School Students, Males, *Occupational Choice, *Personality Studies, Self Concept Tests, Socioeconomic Influences, Urban Youth, Vocational Interests
In comparing the personality traits of disadvantaged youths to advantaged from an urban high school, as indicated on the IPAT Jr.-Sr. HSPQ, it was found that both groups of boys tended toward a pattern of group-dependency and restraint. They tended to be somewhat detached, less oriented to intellectual pursuits, showing a zest for action and expediency. In addition, the disadvantaged males indicated significantly greater emotional instability and lower ego strength. On the Minnesota Vocational Interest Inventory, the disadvantaged boys showed the strongest preference for health services and clean-hands type of activities; advantaged boys, office work and carpentry. (Author)

ED 065 530 TM 001 451
Westphal, Walter W. And Others
Formative Evaluation of Lectures; An Application of Stake's Evaluation Framework.
Pub Date 72
Note—12p.; Paper presented at the Annual Convention of the National Council on Measurement in Education, Chicago, Illinois, April 3-7, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Classroom Observation Techniques, College Curriculum, Course Objectives, Educational Improvement, Evaluation, *Formative Evaluation, Learning, *Lecture, *Physics Instruction, *Program Improvement, Questionnaires, Teachers, Teaching Methods
Identifiers—British Columbia
The problem of major concern to the Physics Education Evaluation Project (P.E.E.P.) involved the improvement of university physics teaching and learning. The present paper describes instruments and procedures developed for systematic formative evaluation of physics lectures. The data was drawn from two sections of a first year university physics course. Guided by Stake's evaluation framework, descriptive data about the lecture environment was collected and analyzed. At formative evaluation sessions immediately following the lecture, the instructor and an evaluator-observer processed the data and suggested improvements for subsequent lectures. The techniques are foreseen as potentially useful for improving teaching and learning in other lecture situations. (Author)

ED 065 531 TM 001 452
Dziuban, Charles D. Thompson, Richard A.
An Assessment of the Scalability of the Reading Teacher Survey.
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Attitude Tests, Elementary School Teachers, Individualized Reading, Measurement Instruments, *Questionnaires, Rating Scales, *Reading Instruction, *Teacher Attitudes, Testing, Test Reliability, *Test Validity
Identifiers—Askov, Guttman Model, Reading Teacher Survey
A recently developed instrument for the assessment of teachers' attitudes toward individualized reading was tested for unidimentionality using the Guttman model. The Sample was selected with the intention of maximizing item variability and thus scalability. None of the concepts in the instrument attained the minimum necessary coefficient of reproducibility (.90). It was recommended that further assessment of the questionnaire be continued. (Author)

ED 065 532 TM 001 453
Evans, Franklin R. Reilly, Richard R.
A Study of Test Speededness as a Potential Source of Bias in the Admission Test for Graduate Study in Business Quantitative Score.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-72-9
Pub Date Feb 72
Note—24p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Performance, *Admission Criteria, *Aptitude Tests, Business Education, Business Skills, Caucasians, Ethnic Groups, Evaluation Techniques, *Graduate Study, *Minority Groups, National Competency Tests, Negroes, *Test Bias, Test Reliability, *Timed Tests
Identifiers—Admission Test for Graduate Study in Business, ATGSB
Minority and majority groups were administered a special quantitative section of the Admission Test for Graduate Study in Business (ATGSB) under varying time conditions to determine if increasing the time allotted for the test would eliminate any bias which may exist due to an irrelevant speed factor. By a commonly employed definition the special section was found to be moderately speeded for all candidates under normal conditions. Neither the main effects due to time condition nor the interaction between the ethnic and time factor reached significant levels suggesting that increasing the time per item does not reduce any bias which may exist in the test. Although a substantial proportion of minority group scores fell at or below the chance level, these scores appeared to retain fairly high levels of reliability. (Author)

ED 065 533 TM 001 454
Fremer, John
Criterion-Referenced Interpretations of Survey Achievement Tests.
Educational Testing Service, Princeton, N.J.
Report No—ETS-TDM-72-1
Pub Date Jan 72
Note—35p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Achievement Tests, Behavioral Objectives, *Behavioral Science Research, Behavior Theories, *Criterion Referenced Tests, Educational Development, Group Norms, *Measurement Techniques, Skill Development, Test Validity
The paper approaches criterion-referencing as a problem of validating tests for particular inferences about human behavior. Some definitions of the term "criterion-referenced" are reviewed, and the position is taken that direct inferences about what a test-taker can or cannot do--criterion-referenced inferences, that is--need not be restricted to tests that are composed of actual samples of the behaviors of interest. Primary attention is given to the criterion of minimal competency in some significant educational area, but other applications are also discussed. Several methods are suggested for validating tests for making inferences to a particular criterion or to several criteria of interest. Some of the limitations of the methods are discussed, and the suggestion is made that more than one method be used to validate any desired criterion-referenced inference. (Author)

ED 065 534 TM 001 456
Gerst, Marvin S. Moos, Rudolf H.
The Social Ecology of University Student Residences.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*College Environment, College Housing, *Dormitories, Ecology, Environmental Criteria, *Environmental Influences, Evaluation Methods, Females, Males, Program Evaluation, Research Methodology, Sociology, *Student Attitudes
Identifiers—University Residence Environment Scale, URES
The development, initial standardization and substantive data of the University Residence Environment Scale (URES) is presented. The URES is a true-false perceived environment scale composed of 10 subscales (e.g., affiliation, innovation) which discriminates among the 74 student residences in the current norm group. The URES

has high internal consistency, test-retest and overall profile reliability. Comparisons between dormitories and fraternities and men's, women's and co-ed dormitories are presented. The uses of the URES in the areas of program evaluation, change processes, and architectural-behavior research are discussed. (Author)

ED 065 535 TM 001 457
Harman, Harry H.
How Factor Analysis Can Be Used in Classification.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-71-65
Pub Date Dec 71
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classification, Cluster Grouping, *Factor Analysis, Food Standards, *Measurement Techniques, Research Methodology, Taxonomy, *Testing
Identifiers—*Yeast
This is a methodological study that suggests a taxometric technique for objective classification of yeasts. It makes use of the minres method of factor analysis and groups strains of yeast according to their factor profiles. The similarities are judged in the higher-dimensional space determined by the factor analysis, but otherwise rely on the simple concept of "most like" or "-neighbor." The proposed techniques are illustrated by means of an example involving 110 strains of yeast with measurements on 30 variables. An analysis in terms of six factors is obtained and the six-dimensional factor profiles for the strains are the basis for determining neighbors and classifying the strains into groups. The automatic procedure leads to 32 groups. Then, by applying the procedures again, only eight second-order groups, or clusters, emerge. (Author)

ED 065 536 TM 001 458
Davis, Junius A. Kerner, Susan E.
The Validity of Tests and Achievement in High School for Predicting Initial Performance in the Public Universities of North Carolina with Special Attention to Black Students.
Educational Testing Service, Princeton, N.J.
Report No—PR-71-3
Pub Date Mar 71
Note—92p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, Caucasian Students, *College Freshmen, Comparative Analysis, Data Analysis, Females, *Grades (Scholastic), High School Students, Males, *Negro Students, Racial Differences, School Segregation, Standards, *Test Results, Test Validity, Universities
Identifiers—*North Carolina
The levels of performance on tests of black versus white students in 15 North Carolina public universities were examined; the validities of test scores and high school grades for predicting performance in college were also studied. Experimental variables obtained for each student included, as predictors, the SAT-V and SAT-M scores, and the standing of the student in his high school class of graduation. Criterion consisted of the student's first term grade average in coilege. For each of the four institutional sub-groups separately at each of the 15 institutions and then at each institution for all-black vs. all-white, all male vs. all female, and for all students combined, the zero-order correlations among the predictor and criterion variables were computed. Findings include: (1) Black students attending traditionally black universities have lower test scores than do black students attending traditionally white universities; (2) Black students at white institutions have lower scores than their white counterparts at that institution, but, in some instances, higher scores than white students at some other white institutions in North Carolina; (3) Black students at traditionally white institutions in North Carolina have higher standings in their high school class of graduation than do their white counterparts at that institution; and (4) the small number of black students found in traditionally white institutions in North Carolina prevent any conclusive interpretation of the data. (Author/CK)

ED 065 537 TM 001 459
Angoff, William H. Sharon, Amiel T.
Patterns of Test and Item Difficulty for Six Foreign Language Groups on the Test of English as a Foreign Language.
Educational Testing Service, Princeton, N.J.
Report No—RDR-71-72-5
Pub Date Feb 72
Note—36p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, Data Collection, *English (Second Language), *Factor Analysis, Group Tests, *Item Analysis, Second Language Learning, Statistical Analysis, *Test Construction, Test Results, *Tests
Two-factor analyses of variance with multiple measurements on one factor were conducted for the five sections of the Test of English as a Foreign Language (TOEFL) and six language groups, and also for the items of each section, based on data collected at the first administration of this form of the test, in October 1969. the principal findings, that the Test x Group interaction and the Item x Group interactions were significant, indicated that some tests and some items were relatively more difficult for some language groups than for others. Displays of the Item x Group interactions were made by analyzing the item difficulty plots for each language group against a spaced sample of all candidates taking this form of the test in October 1969. A measure of the deviation of each item from the central tendency of the plot was developed, expressing the degree to which the item was especially difficult--or-easy--for a particular language group relative to the other items. Distributions of these measures are given for each of the five parts of TOEFL, for each of the six language groups. (Author)

ED 065 538 TM 001 460
Chapman, Robin S.
Report on the Fall 1970 Version of the Wisconsin Basic Prereading Skill Test. Report from the Project on Reading and Related Language Arts Basic Prereading Skills: Identification and Improvement.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 71
Contract—OEC-5-10-154
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Basic Skills, Comparative Arialysis, Diagnostic Tests, *Kindergarten Children, Language Arts, *Predictive Ability (Testing), Projects, Reading Achievement, *Reading Skills, *Reading Tests, *Test Results
This report summarizes the findings of a Fall 1970 administration of the Basic Prereading Skill Test to 162 entering kindergartners. The test is being developed to diagnose prereading skill deficits in kindergartners and to predict end-of-first grade reading achievement. Included in the Fall administration were subtests for attending to letter order, letter orientation, and letter-string detail, and for segmenting sound sequences. A test for letter-naming ability was included for comparison to previous versions of the test, but will not be retained in the final version. Results are presented and the implications for test revision discussed. (Author)

ED 065 539 TM 001 461
Klein, Stephen P. Nadeau, Marc-Andre
The Development and Field Testing of Evaluation Workshop I: An Orientation.
California Univ., Los Angeles. Center for the Study of Evaluation.
Report No—CSE-71
Pub Date Sep 71
Note—99p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Decision Making, Educational Change, *Educational Programs, Evaluation Techniques, Feasibility Studies, *Field Studies, Instructional Materials, Models, Problem Solving, *Program Evaluation, Staff Orientation, *Workshops
The general purpose of an evaluation workshop is to orient school and state department of education personnel to the basic principles, procedures, and problems associated with evaluating educational programs and to the kinds of information an evaluation can provide for educational decision making. The workshop studied is based on the general evaluation model developed at the Center for the Study of Evaluation at UCLA. It takes two days to run and is ideally suited for groups of 30-45 participants. Workshop materials consist of an exportable leader's manual, a notebook for each participant, and a set of exercises for each team of three participants. Each module of the workshop involves instruction in a facet of evaluation, practice in solving relevant problems in this area, and feedback and discussion of the correct answers. By the end of the workshop, participants have completed exercises involving the selection, collection, analysis, and reporting of evaluation information for decision making. The development of the workshop began in January, 1969, as an "opportunity project" within the Center. Three feasibility studies of it were completed between March, 1969, and April, 1970. A revised version was developed and field tested at five sites with the target audiences during the Spring and early Summer of 1970. Although the results of these and the previous sessions were positive, it was evident that changes were needed. These changes were made, and the workshop was given two special field trials at the end of August. After additional revisions were made, the workshop was given operational field tests throughout the United States between October, 1970 and August, 1971, with the target populations. The results of these field trials and a subsequent follow-up impact study were positive. (Author/CK)

ED 065 540 TM 001 468
Holmen, Milton G. Docier, Richard
Educational and Psychological Testing: A Study of the Industry and Its Practices.
Russell Sage Foundation, New York, N.Y.
Pub Date [71]
Note—226p.
Available from—Russell Sage Foundation, 230 Park Avenue, New York, N.Y. 10017 (no price quoted)
Document Not Available from EDRS.
Descriptors—Academic Achievement, Clinical Experience, *Concept Formation, Counseling Services, *Educational Testing, *Evaluation Techniques, Industry, Personnel Selection, Program Evaluation, *Psychological Testing, Standards, *Testing, Test Results
The application of tests in clinical and counseling work, in educational achievement testing, and in personnel selection is discussed. An analysis of the organizations which comprise the testing industry, including the various publishers and developers of tests and also the test scoring organizations, is given. The concept of an assessment system and the definition of its parts are developed in detail. The components of a competent assessment system are defined; also, it is shown how these requirements can assist in the evaluation of any assessment program. (Author/CK)

ED 065 541 TM 001 477
Johnson, Thomas J.
Evaluation in the Context of Product and Program Development in Laboratory and Research and Development Centers.
Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 72
Note—121p.; Presented at AERA meeting (Chicago, Ill., April, 1972)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Sciences, Data Analysis, Decision Making, Educational Research, Evaluation Techniques, Federal Programs, Laboratories, *Models, Organization, Problem Solving, *Program Development, *Program Evaluation, *Research and Development Centers, Social Sciences
An effort is made to present a model of the R&D process which is comprehensive enough to handle the full range of events and activities which take place within it, including evaluation, and which has compatability at both macrostructural and microstructural levels of analyses. The first part of the paper focuses on the R&D process. An overview is presented of the federal R&D effort in education as it is accomplished through the labs and R&D centers and the scope of activities undertaken in one of these institutions. One of the chronic problems of evaluation, the degree of fidelity in the implementation of planned intervention is presented, and some procedures for dealing with the problem are explicated. The second part of the paper focuses on the products that emerge from the R&D process, a process conceived to be a mapping from the

precise definition or characterization of a product at one stage into the definition of a product at a later stage. The minimal definitions or characterizations of products at the basic and applied research stage, the development stage, and the utilization stage are discussed for the physical sciences, and for the social and behavioral sciences by means of a series of three-dimensional minimal definition matrices. The paper concludes with a discussion of the evaluation of the federal R&D effort at the federal level. (Author/CK)

ED 065 542 TM 001 656
Horne, Eleanor V., Ed.
Test Collection Bulletin: A Quarterly Digest of Information on Tests.
Educational Testing Service, Princeton, N.J.
Pub Date Apr 72
Note—14p.
Available from—Test Collection Bulletin, Educational Testing Service, Princeton, N.J. 08540 ($2.00 a year, domestic, $2.50 foreign)
Journal Cit—Test Collection Bulletin, v6 n2 Apr1972
EDRS Price MF-$0.65 HC Not Available from EDRS.
Descriptors—Achievement Tests, Aptitude Tests, *Catalogs, *Indexes (Locaters), Personality Tests, *Testing, *Tests
A list of tests, published in the United States and abroad, is presented. A brief description is given of the content of each test. Types of tests presented are: Achievement; Aptitude; Personality, Interests, Aptitudes, and Opinions; and Miscellaneous, Sensory-Motor, Unidentified. Lists of announcements received, tests no longer available, new references, and publishers are also presented. (CK)

ED 065 543 TM 001 657
McDaniel, Ernest
The Evaluation of Teacher Effectiveness.
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Educational Programs, Educational Trends, *Effective Teaching, *Instructional Technology, *Literature Reviews, *Teacher Evaluation, Theories
Literature on teacher effectiveness is presented to illustrate major problems and emerging trends. Conclusions suggest that the most fruitful work in this area will be done within a framework of sophisticated theory regarding instructional processes, coupled with technological tools for studying samples of teaching transactions. (Author)

ED 065 544 TM 001 658
Crooks, Lois A. Mahoney, Margaret H.
Prediction of Job Performance for Black, Mexican-American, and Caucasian Inventory Management Specialists.
Civil Service Commission, Washington, D.C.; Educational Testing Service, Princeton, N.J.
Spons Agency—Ford Foundation, New York, N.Y.
Report No—PR-71-23
Pub Date Dec 71
Note—134p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Aptitude Tests, *Caucasians, Data Analysis, Data Collection, Decision Making, Job Analysis, Management, *Mexican Americans, *Negroes, Projects, Questionnaires, Standards, *Task Performance, *Testing, Test Results, Time
This report is a description of the instrumentation, methodology, and sample obtained for the final phase of the study concerned with the Occupational Inventory Management Specialist. Inventory managers were asked to keep a Daily Activity Log for five days and to record the range of activities and interaction with others in the process of accomplishing their work. Preliminary information gathered was summarized as a basis for decisions as to the selection of the aptitude tests, the construction of the biographical data questionnaire and task list, and the development of the criterion measures. Approximately 200 Blacks, 100 Mexican-Americans, and 300 Caucasians were tested, primarily at grade levels 9 and 11, the journeyman levels in inventory management after progress through the GS-5 and 7 training periods. The total testing time involved in the various measures to Inventory Management Specialists was approximately one and one-half days. The aptitude tests and Personal History Questionnaire took up the first day, and the work sample was administered on a half-day following. The results of the analyses of the data obtained for Inventory Management Specialists will be contained in a comprehensive report of the project. (Author/CK)

ED 065 545 TM 001 659
Educational Change: Implications for Measurement. Proceedings of the 1971 Invitational Conference on Testing Problems.
Educational Testing Service, Princeton, N.J.
Pub Date 72
Note—157p.
Available from—Educational Testing Service, Princeton, N.J. ($2.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Conferences, Early Childhood Education, Economic Factors, *Educational Change, *Educational Opportunities, Measurement Techniques, Open Education, *Problem Solving, Research Methodology, School Role, Social Development, Social Values, Technical Education, *Testing, Vocational Education
Papers of the 32nd Educational Testing Service Invitational Conference on Testing Problems are presented. The conference was divided into three sessions. Session one examines the current educational context and includes the following papers: "Educational Opportunity: The Context and the Reality," "The System-Maintenance Function of Social Development in the Schools," and "Economics and the Values of Society." The second session deals with the measurement context. Papers include: "Increase in Educational Opportunity Through Measurement," "Today's Testing: What Do We Know How to Do?," and "Research Methodology for Educational Change." In the final session, the focus is on three ways of broadening educational opportunity and their implication for testing. Papers include: "Exploring Selective Problems and Approaches to Early Childhood Education," "Broadening Education Through Vocational and Technical Training," and "Enriching Education Through Schools Without Walls." (Author/CK)

ED 065 546 TM 001 660
Benham, Lee
The Returns to Education for Women.
Pub Date Dec 71
Note—27p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Census Figures, College Graduates, Data Analysis, Data Collection, Economic Factors, *Educational Economics, Educational Needs, Evaluation, *Family Income, Females, *Income, Investment, Measurement Techniques, Models, Negroes, *Social Influences, Socioeconomic Status, *Working Women
In the first part of this paper, estimates of present values or rates of return to education for women on lifetime earnings have been calculated. Subsequently, returns to education for women which derive from their husband's income and their family income are examined. Finally, some implications of the results are discussed. In the first section, data are from the 1/1000 sample of the 1969 Census. For women working full-time, the internal rate of return varies from 6% to 11% for whites, and from 6% to more than 50% for Negroes. Two measures of family income are calculated. The first is the earnings of the woman plus the total income of her husband weighted by the probability that the husband is present at each age. The second measure differs from the first in that only half of the weighted husband's income and family income appear less susceptible to the criticisms raised earlier about estimates f returns through women's earnings in terms of magnitude and stability. Implications of these results include: (1) College education for women was an attractive alternative in 1960; (2) The returns to graduate training as measured through women's earnings appear much higher than the returns through family income; and (3) A family income maximization model may be useful in further examination of the demand for education by women. (Author/CK)

ED 065 547 TM 001 661
Planisek, S. L. Planisek, R. J.
A Description of Fifteen Test Statistics Based Upon Optically Scanned Instructor Made Multiple-Choice Tests at Kent State University.
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Data Analysis, Evaluation, *Multiple Choice Tests, *Statistical Data, *Test Construction, *Test Interpretation, Universities
Identifiers—*Kent State University
Fifteen descriptive statistics were computed for 345 instructor made multiple-choice optically scanned tests for the purpose of evaluating the quality of classroom test at the university level as well as the appropriateness of the evaluating statistics. The description and analysis of the average test represented a realistic lower bound of acceptability, if the objective of testing is the assignment of grades. The results suggested specific modification of test construction practices. Insufficient range and nonsymmetric distributions suggest the need for new statistics that account for these characteristics. (Author)

ED 065 548 TM 001 693
Champagne, David W. Morgan, John L.
The Development and Evaluation of Criteria for Performance Contracting by Consultants to School Districts.
Pub Date Apr 72
Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 4, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrative Personnel, Conferences, *Consultants, *Evaluation Criteria, *Performance Contracts, Professional Personnel, *Program Evaluation, Questionnaires, Supervisory Methods
The process of performance contracting by consultants to a school district is presented. Beginning with a proposal for A Training Program for Instructional Specialists--East-Northern School District, the next step is The Supervisory Conference, which is followed by Performance Contract Specifications. A checklist is then provided for Assessment of Supervisory Conference Behavior. The Performance Contract Evaluation Report is then discussed, and a Summary of Questionnaire replies to two questions answered by both the Instructional Specialists and the school principals is provided. Recommendations are made for continued training at East-Northern, and a critique is given of the process. (DB)

ED 065 549 TM 001 694
Reys, Robert E. Rea, Robert E.
The Comprehensive Mathematics Inventory: A Research Instrument for Assessing Mathematics Achievement in Early Years.
Note—9p.
Available from—Comprehensive Mathematics Inventory, ASIS National Auxiliary Publications Service, CCM Information Sciences, Inc., 22 West 34th St., N.Y., N.Y. 10001 (NAPS 00613, $1.00 microfiche, $3.00 photo copies)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ability Identification, *Kindergarten Children, *Mathematics, Measurement Instruments, Pilot Projects, *Predictive Ability (Testing), Primary Grades, *Test Construction
Identifiers—CMI, *Comprehensive Mathematics Inventory
The development, administration, results of administration, and limitations and problems of the Comprehensive Mathematics Inventory (CMI) are discussed. The CMI is an instrument for assessing mathematics competencies of children prior to or at the instance of entering school. In a pilot test of the CMI, 727 children in their first full week of school were administered the 200-item inventory. The items are included in subtests concerning number, money, measurement, pattern identification, recall, vocabulary, and geometry, in addition to which there are six open ended items. Results of the testing showed that the sample varied considerably in knowledge and skill, and point up the need for flexible, informal programs for beginning instruc ion. (DB)

ED 065 550 TM 001 695
Limbacher, Philip C. Rosenshine, Barak
Relationship of High-Inference and Low-Inference Observation Measures.
Pub Date Apr 72
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Correlation, Effective Teaching, *Interaction Process Analysis, Lesson Observation Criteria, Performance Criteria, *Rating Scales, Statistical Analysis, *Student Attitudes, Tables (Data), *Teacher Evaluation

Identifiers—IA, Interaction Analysis, Teacher Performance Appraisal Scale, TPAS

The correlation between high-inference measures and low-inference observation measures was studied using two groups of social studies student teachers (25 students per group). The high-inference measure for two video-taped lessons was obtained with the 10-item Teacher Performance Appraisal Scale (TPAS), on which pupils rated the lesson on a scale from one to seven. The low-inference observation measures were obtained by having trained observers categorize the videotapes into the 10 categories of Classroom Interaction Analysis (IA) observation system of Ned A. Flanders. Separate analyses were made for each group. No steady correlations were established between the high-inference and low-inference data. Another study was then conducted in which scores for the individual items comprising the TPAS were developed, and the results were subjected to additional correlation studies with the IA scores. The only consistent correlation was a negative correlation across observations for the high-inference variable "content organized" and the low-inference variable "-student talk--initiation." (DB)

ED 065 551 TM 001 696

Garvin, Alfred D.

Confidence Weighting Plus Coombs-Type Response Options: A Good Idea That Failed.

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Confidence Testing, *Multiple Choice Tests, *Response Style (Tests), Student Testing, *Test Construction, *Test Reliability

Identifiers—Confidence Weighting

Confidence weighting (CW) tends to improve the reliability of easy tests; the Coombs-type multiple-response (MR) option tends to improve the reliability of hard tests. It was hypothesized that, on a test of moderate difficulty, offering both the CW and MR response options would improve reliability more than either alone. Twenty-four subjects took a 20-item multiple-choice test under CW plus MR instructions. MR was used less than CW; 9 subjects used both options. Coefficient alphas computed on four scoring bases showed MR, alone, depressed reliability a little; CW, alone, depressed it a lot; and the two combined depressed it even more. It was concluded that these two previously successful special testing procedures cannot be combined to form an even better one. (Author)

ED 065 552 TM 001 697

Sachdeva, Darshan

Multivariate Analog of Hays Omega-Squared.

Pub Date Apr 72

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (56th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Analysis of Variance, *Mathematical Concepts, *Statistical Analysis

Identifiers—*Hays (W L)

The multivariate analog of Hays omega-squared for estimating the strength of the relationship in the multivariate analysis of variance has been proposed in this paper. The multivariate omega-squared is obtained through the use of Wilks' lambda test criterion. Application of multivariate omega-squared to a numerical example has been provided so as to help understand the mechanics of the formulas necessary for the computation of multivariate omega-squared. (Author/DB)

ED 065 553 TM 001 698

Ellner, Carolyn L.

Summative Evaluation of a Curriculum Developed to Prepare Day Care Administrators Using Mastery/Non-Mastery Criteria.

Claremont Graduate School, Calif. Center for Early Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Personnel, Child Care, Data Analysis, *Day Care Services, Evaluation Techniques, *Program Evaluation, Seminars, *Test Construction, Testing, Test Results, *Training Objectives, Workshops

A training program carried out by the Center for Early Education (CEE) to prepare or upgrade the performance of 20 day-care administrators in Los Angeles County is discussed as to the program, evaluation, and findings. The program, consisting of 2 three-week workshops and six interim seminars, was designed to achieve 12 goals relating to child development. Courses presented in the seminars were: Human Development, Creating the Day Care Environment, Interaction Effectiveness, Practicum and Observation, and The Parent and the School. The steps in the program-evaluation process were: (1) Formulation of goals, (2) Operalization of goals, (3) Selection of criteria for mastery, (4) Selection/development of tests and measures, (5) Scheduling of testing program, (6) Dissemination and weighting of program goals, (7) Pretesting of participants, (8) Analysis of pretest data, (9) Formative assessment procedures, (10) Post-testing, (11) Analysis of data, and (12) Uses of evaluation. The findings are in relation to the 12 objectives, together with descriptions of tests administered, the variables used in the assessment process, and the results of each test procedure. The data reveal that 9 of the 12 objectives were achieved as a result of instruction. (DB)

ED 065 554 TM 001 699

Fagen, Stanley A. Checkon, Stephen

Issues in Measuring Teacher Competence for Affective Education.

Pub Date Apr 72

Note—12p.; Paper prepared for a panel at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Affective Objectives, Effective Teaching, Emotional Development, *Evaluation Criteria, *Inservice Teacher Education, *Measurement Techniques, *Teaching Skills

Measurement for affective education within inservice teacher education is considered. Affective education is regarded as teaching that has emotions and feelings as its primary subject matter. The three main approaches to affective education are seen as (1) facilitation of emotional insight and understanding, (2) facilitation of emotional experience, and (3) facilitation of emotion-modifying actions. The dimensions for assessment of competency are referred to as knowledge, attitude, and skill. Measurement is considered in relation to these dimensions and the major competency areas--cognitive, experiential, or action-oriented. Technical and process issues are identified. The skill dimension is considered the most critical in measurement. (DB)

ED 065 555 TM 001 700

Millman, Jason

Passing Scores and Test Lengths for Domain-Referenced Measures.

Pub Date Apr 72

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Criterion Referenced Tests, *Models, Performance Criteria, Scoring, Standard Error of Measurement, *Test Construction, *Testing

Procedures for establishing standards and determining the number of items needed in criterion-referenced measures are reviewed. The discussion of setting a passing score is organized around five factors: performance of others, item content, educational consequences, psychological and financial costs, and measurement error. Classical test theory, binomial, and sequential models for determining test length are considered. An illustrative table relating test length, proficiency standard, and required accuracy is provided. (Author)

ED 065 556 TM 001 701

Luft, Max And Others

The Quality Assurance Model for Process Evaluation.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Apr 72

Contract—OEC-4-7-063827-3078

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Behavioral Objectives, Classroom Observation Techniques, Educational Objectives, *Evaluation Methods, *Formative Evaluation, *Models, Performance Tests, *Program Evaluation, *Quality Control, Standardized Tests, Student Behavior, Student Evaluation, Teacher Behavior

Identifiers—*Quality Assurance Model for Process Evaluation

The Quality Assurance Model for Process Evaluation has been developed by the Southwestern Cooperative Educational Laboratory. It provides educational administrators several alternative techniques for maximizing desired terminal behaviors. By working with project directors, the evaluator helps to assist the program's implementation, providing prescriptive feedback in the program's weakest areas. Portions of the model have been used by over 50 educational administrators working with 500 teachers in a six-state area in the Southwest. Several different programs have found it successful, and its adaptability to most any program or curriculum makes it important to existing educational administrators and those preparing for roles that will require skill in project evaluation. (Author)

ED 065 557 TM 001 702

Light, Judy A.

Formative Evaluation Procedures for the In-Context Development of Instructional Materials.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, *Classroom Environment, Curriculum Development, Curriculum Evaluation, Educational Improvement, *Evaluation Techniques, Feasibility Studies, *Formative Evaluation, *Instructional Materials, Performance Factors, Student Behavior, *Student Testing, Teacher Behavior, Test Construction, Test Results

Specified procedures for evaluating materials during their in-context tryout are presented. These procedures deal with all possible causes of system failures that have been identified in the in-classroom tryout of new materials. Therefore, methods for identifying, controlling, and monitoring all factors that affect academic behavior in the classroom are described. This includes (1) the definition of classroom management rules and ways to monitor their effectiveness, (2) the collection of objective and subjective data to discover weaknesses in both the materials and the classroom environment, and (3) the ways to systematically evaluate the effectiveness of all changes made to the environment. Testing procedures were also defined. They included where to take a test, how to take a test, and how to score the test. Test performance was used to locate inadequate materials and to evaluate revised materials. Systematic formative evaluation during the in-context tryout of materials was shown to be feasible. (Author/DB)

ED 065 558 TM 001 704

Blommel, George R.

Initial Evaluation of a System Approach to Supervision.

Pub Date Apr 72

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Evaluation Techniques, Lesson Observation Criteria, Program Evaluation, Rating Scales, *Supervisory Activities, *Systems Approach, *Teacher Attitudes, *Teacher Evaluation

A supervisory program for teachers at the Riverside School, Menomonee Falls, Wisconsin, is based upon two objectives: (1) to make teachers more aware of their classroom behavior, and (2) to insure students of adequate instruction. The four phases of the program are: (1) a teacher-initiated request for observation; (2) classroom observation by the principal focusing upon technical skills requested by the teacher; (3) planning by the principal of a teacher-principal conference on the same day as the observa-

tion; and (4) a teacher-principal conference. An evaluation of the program's effectiveness is obtained by use of a Satisfaction Survey completed by all fourth and fifth grade teachers in four district schools. The Teacher Request Form for Supervisory Observation, Supervisory Observation of the Technical Skills of Teaching form, and the Supervisory Observation of Student Reactions form are provided. A table presents the mean numerical ratings on statements from the Satisfaction Survey. (DB)

ED 065 559 TM 001 705

Penfield, Douglas A.

A Comparison of Some Nonparametric Tests for Scale.

Pub Date Apr 72

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Comparative Analysis, *Nonparametric Statistics, *Statistical Studies, *Test Construction, *Tests

Identifiers—Mood Test, Normal Scores Test, Siegel Tukey Test

Three different nonparametric tests for scale--the Siegel-Tukey (S-T), the Mood (M), and the Normal Scores (NS)--are compared in order to contrast varying methods of scale test development and usage. Procedures for developing the three scale tests are discussed, and two examples of the use of each test in solving the same problem are given. From the results obtained in the two examples, it is apparent that all the three tests tend to give equivalent answers. (DB)

ED 065 560 TM 001 747

Policeman (gov. ser.) 2-66.23--Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-236

Note—6p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Government Employees, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Police, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 561 TM 001 748

Medical Assistant (medical ser.) 079.386-022--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-237

Pub Date Oct 70

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Medical Assistants, Nonprofessional Personnel, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 065 562 TM 001 749

Cook (hotel & rest.) 313.381--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-238R

Pub Date Jun 70

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *Cooks, *Cutting Scores, Evaluation Criteria, Food Service Workers, Hotels, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 563 TM 001 750

Ward Clerk (medical ser.) 219.388-286--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-239

Pub Date Apr 63

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, Clerical Workers, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Medical Services, Nonprofessional Personnel, Norms, *Nurses Aides, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Ward Clerk

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 564 TM 001 751

Plasterer (const.) 5-29.100--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-240

Pub Date Mar 63

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, Construction (Process), *Cutting Scores, Evaluation Criteria, Hand Tools, Job Applicants, *Job Skills, *Masonry, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Plasterer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 565 TM 001 752

Roofer, Composition (const.) 7-31.100--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-241

Pub Date Mar 63

Note—10p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, Construction (Process), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Roofers, Test Reliability, Test Validity, Trade and Industrial Education

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 566 TM 001 753
Container Maker-Filler-Packer Operator (misc. food prep.) 7-68.920--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-242
Pub Date Apr 63
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Food Processing Occupations, Food Service Industry, Job Applicants, *Job Skills, Machinists, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Container Maker Operator, Filler, GATB, *General Aptitude Test Battery, Packer
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 567 TM 001 754
Forester (profess. and Kin.) 0-35.07--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-243
Pub Date Apr 63
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Conservation Education, *Cutting Scores, Environmental Education, Evaluation Criteria, *Forestry, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Soil Conservation, Technology, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 568 TM 001 755
Electric-Cord Assembler II (elec. equip.) 9-00.91--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-244
Pub Date Apr 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Assembly (Manufacturing), *Cutting Scores, Electrical Appliances, Evaluation Criteria, Job Applicants, *Job Skills, Mass Production, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Electric Cord Assembler, GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 569 TM 001 756
Assembler, Communications Equipment (electronics) 7-00.803--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-245
Pub Date Apr 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Assembly (Manufacturing), Communications, *Cutting Scores, Electronic Equipment, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Communications Equipment Assembler, GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 570 TM 001 757
Finisher I (fabric. plastics prod.) 9-10.10--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-246
Pub Date Apr 63
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, Electrical Appliances, Electronic Equipment, Evaluation Criteria, *Finishing, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Plastics, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 571 TM 001 758
Coil Opener and Down Ender Operator (iron & steel) 7-88.305; Conveyor Man (iron & steel) 7-88.300; Cooling Conveyor Operator (iron & steel) 7-88.241; Tester Conveyor Operator (iron & steel) 7-88.241; Thread Entry Conveyor Operator (iron & steel) 7-88.241; Yard Transfer Conveyor Operator (iron & steel) 7-88.241--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-247
Pub Date Apr 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Metal Industry, *Metal Working Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Coil Opener and Down Ender Operator, Conveyor Man, Cooling Conveyor Operator, GATB, *General Aptitude Test Battery, Tester Conveyor Operator, Thread Entry Conveyor Operator, Yard Transfer Conveyor Operator
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 572 TM 001 759
Battery Loader (textile) 8-19.01--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-248
Pub Date Apr 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Manufacturing, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Battery Loader, GATB, *General Aptitude Test Battery, Textile Industry
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the

tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 573 TM 001 760
Salesman, Real Estate (real estate) 1-63.10--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-249
Pub Date Nov 62
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Real Estate Occupations, *Salesmanship, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 574 TM 001 761
Autoclave Operator (chem.) 4-52.711--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-250
Pub Date Nov 62
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Chemical Industry, Color Planning, *Cutting Scores, Equipment Maintenance, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Autoclave Operator, GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 575 TM 001 762
Dispatcher, Petroleum Transport (clerical) 1-18.61--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-251
Pub Date Apr 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Clerical Workers, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Petroleum Industry, Test Reliability, Test Validity, Transportation
Identifiers—GATB, *General Aptitude Test Battery, Petroleum Transport Dispatcher
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 576 TM 001 763
Barber (per. ser.) 330.371--Technical Report on Development of USES Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-252R
Pub Date Jul 67
Note—20p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Barbers, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Service Workers, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 065 577 TM 001 764
Instrument Assembler (any ind.) 7-09.610--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-253
Pub Date May 63
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Industry, Job Applicants, *Job Skills, Machine Tools, Mechanical Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Instrument Assembler
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 578 TM 001 765
Sociologist (profess. & kin.) 0-36.31--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-254
Pub Date May 63
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Professional Personnel, Sociology, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Sociologist
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 579 TM 001 766
Charwoman (any ind.) 2-82.10; Maid, Ward (med. ser.) 2-24.12; Porter I (any ind.) 2-86.10--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-255
Pub Date May 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Domestics, Evaluation Criteria, Job Applicants, *Job Skills, *Maids, Norms, Occupational Guidance, *Personnel Evaluation, Service Occupations, Test Reliability, Test Validity
Identifiers—Charwoman, GATB, *General Aptitude Test Battery, Porters, Ward Maid

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 580 TM 001 767

Air Traffic Control Specialist (air trans.) 0-61.60--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-256

Pub Date May 63

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Airports, *Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Traffic Control, Transportation

Identifiers—Air Traffic Control Specialist, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 581 TM 001 768

Cold Saw Operator (iron & steel) 6-88.651; Cold Sizing Mill Operator (iron & steel) 4-88.315; Decambering Mill Operator (iron & steel) 6-88.346; Flying Cut-Off Machine Operator (iron & steel) 6-88.655; Rotary Straightener Operator (iron & steel) 6-88.346; Straightener Machine Operator (iron & steel) 6-88.354; Tube Straightener Operator (iron & steel) 6-88.346; Welder (iron & steel) 4-88.343; Welder, Assistant (iron & steel) 4-88.344--Technical

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-257

Pub Date May 63

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Metal Working Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Skilled Workers, *Steel Industry, Test Reliability, Test Validity, *Welders

Identifiers—Cold Saw Operator, Cold Sizing Mill Operator, Decambering Mill Operator, Flying Cutoff Machine Operator, GATB, *General Aptitude Test Battery, Rotary Straightener, Straightener Machine, Tube Straightener Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 582 TM 001 769

Inspector-Packer (pottery and porc.) 6-66.913--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-258

Pub Date May 63

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, Ceramics, *Cutting Scores, Evaluation Criteria, Handicrafts, Inspection, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Inspector (packer)

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 583 TM 001 770

Teller (banking) 212.368--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-259

Pub Date May 63

Note—11p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *Banking, Business Education, *Cutting Scores, Evaluation Criteria, Financial Services, High School Graduates, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Teller (Banking)

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 584 TM 001 853

Mogin, Bert

Utilization of Federal Funding for Evaluation.

Pub Date Apr 72

Note—11p.; Paper prepared for symposium at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Educational Quality, *Evaluation Methods, *Federal Government, *Federal Programs

Evaluation efforts related to Federal education programs are discussed as to steps that have been taken and the current evaluation plan. Evaluation functions have been centralized in the Commissioner's Office of Program Planning and Evaluation. The two major kinds of evaluation activities that are carried out are (1) monitoring, and (2) effectiveness evaluations. It is concluded that a professional evaluator should be engaged by school systems to provide an independent evaluation of their activities. (DB)

ED 065 585 TM 001 854

Norton, Daniel P. Faunce, Richard W.

Sibling Methodology in Evaluative Research.

Pub Date Apr 72

Note—3p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Analysis of Variance, *Comparative Analysis, *Evaluation Techniques, Kindergarten Children, *Reading Readiness Tests, *Siblings, Student Testing

Identifiers—Metropolitan Readiness Test, Minneapolis, *Pyramid Reading Program

Evaluation of the Pyramid Reading Program, Title I, ESEA, of the Minneapolis Public Schools was carried out using sibling methodology. The reading readiness at entry of kindergarten students was compared with that of their older siblings at their time of first grade entry, and fourth grade reading achievements will also be compared. The first phase of data collection led to the identification of 343 first graders of 1970 whose older siblings had also been tested with the Metropolitan Readiness Test at first grade entry. The 1970 examinees were classified by sex and by exposure to program materials alone or to both materials and teachers. Two analyses were performed on the data. Results showed a significant difference in favor of target pupils over their older siblings. Neither sex nor program exposure was significant. (DB)

ED 065 586 TM 001 855

Fletcher, Jerry L.

A Model for Data Based School Improvement.

Pub Date Apr 72

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Case Studies, Data Collection, *Decision Making, Educational Change, *Educational Improvement, *Evaluation Techniques, *Models

Identifiers—Oregon, Portland

A case study of a particular approach to solving the problem of using data to improve decision making within a particular secondary school is presented. The first section of the paper describes: The Setting, The Original Model for the School, Original Commitment to Research and Evaluation, Teachers as a Focus of Effort, Inadequate Understanding of Research and Evaluation, Time for the R&E Staff to Work with Teachers, Inability to Link Data to Changes in Behavior, Few Possible Changes Are Under the Control of Teachers, Limitations on Teachers' Time, The Hidden Curriculum, The Decision to Focus on Administrators, Developing a List of

Decisions, The Time-Line Board, The Sequencing Session, Data Identification, Making Decisions on Time, and Interim Conclusions. The second part of the paper presents Some More General Considerations Concerning the Ability of Schools to Change. (DB)

ED 065 587 TM 001 856
Hagerty, Michael P. And Others
Development of Software.
Pub Date Apr 72
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Compensatory Education Programs, *Computer Programs, *Data Processing, *Information Storage, *Information Systems, Magnetic Tapes, Surveys, *Tables (Data)
Identifiers—*Survey of Compensatory Education
This description of software development for the 1970 Survey of Compensatory Education analysis contract is presented in three sections: (1) specifications for data and output, (2) descriptions of the programs written, and (3) problems encountered while processing the data. The section on Specifications contains the description of the data to be supplied by USOE and the product to be produced by the project staff at the University of Massachusetts. The second section describes the operation of the programs which were written to produce the 3,000 crosstabulation tables. In the third section, problems encountered both prior to and after the arrival of the data tapes from USOE are described. (DB)

ED 065 588 TM 001 857
Proper, Elizabeth C.
Variable Conceptualization: A New Route to Policy Questions.
Pub Date Apr 72
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Compensatory Education Programs, *Data Analysis, Information Processing, *Questionnaires, *School Surveys, *Statistical Analysis
The variable conceptualization process used in the analysis of data of the 1970 Compensatory Education Programs is discussed. Variables used in the process were designated as being either "univariate" or "constructed." Examples are given of the procedure used in the development of variables. Procedural issues handled in the process of conceptualizing and developing the constructed variables were: the handling of non-respondents, multiple-response items, the multivariate nature of some variables, the population level at which the particular variable should be run, the type of population over which the variable should be broken, the sequence of embedding, and the types of checks necessary to ensure accuracy of the variable development. Each of these issues is discussed. Several problems that arise as a result of attempting to provide a data analysis which will furnish useable information to program personnel are briefly discussed. (DB)

ED 065 589 TM 001 858
Oakland, Thomas
An Evaluation of Available Models for Estimating the Reliability and Validity of Criterion Referenced Measures.
Pub Date Apr 72
Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Criterion Referenced Tests, *Evaluation Criteria, *Evaluation Methods, Item Analysis, Models, Norm Referenced Tests, *Test Reliability, *Test Validity
New strategies for evaluation criterion referenced measures (CRM) are discussed. These strategies examine the following issues: (1) the use of normed referenced measures (NRM) as CRM and then estimating the reliability and validity of such measures in terms of variance from an arbitrarily specified criterion score, (2) estimation of the reliability of single item tests, and (3) the modified use of item analyses as a means of judging the efficacy of instruction. (DB)

ED 065 590 TM 001 859
Kennedy, Beth T.
The Role of Criterion-Referenced Measures within the Total Evaluative Process.
Pub Date Apr 72
Note—4p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Criterion Referenced Tests, *Evaluation Methods, *Instructional Programs, *Test Reliability, *Test Validity
Identifiers—*Southwest Educational Development Lab
Issues related to the evaluation of instructional programs developed under the auspices of the Southwest Educational Development Laboratory are briefly discussed. The Laboratory develops criterion-referenced tests which form an integral part of each instructional program. The importance of examining the reliability and validity of these tests is noted. (DB)

ED 065 591 TM 001 860
Edmonston, Leon P. Randall, Robert S.
A Model for Estimating the Reliability and Validity of Criterion-Referenced Measures.
Pub Date Apr 72
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Criterion Referenced Tests, Decision Making, *Evaluation Methods, Item Analysis, *Models, Statistical Analysis, *Test Reliability, *Test Validity
A decision model designed to determine the reliability and validity of criterion referenced measures (CRMs) is presented. General procedures which pertain to the model are discussed as to: Measures of relationship, Reliability, Validity (content, criterion-oriented, and construct validation), and Item Analysis. The decision model is presented in an appendix, the two sections of the model being Validation Procedures for Criterion Reference Measures: Unit Tests, and Validation Procedures for Criterion Referenced Measures: Mastery Tests. (DB)

ED 065 592 TM 001 861
Edmonston, Leon P.
A Review of Attempts to Arrive at More Suitable Evaluation Models: An Introspective Look.
Pub Date Apr 72
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Criterion Referenced Tests, *Decision Making, *Evaluation Methods, *Models, Statistical Analysis
Identifiers—*Southwest Educational Development Lab
Attempts by the Southwest Educational Development Laboratory to arrive at a comprehensive evaluation model are reviewed. Problems that arose from using classical procedures and measures are discussed. The emphasis of the Lab was to develop an evaluation model related to criterion referenced measures that provide decision-making information. (DB)

ED 065 593 TM 001 862
Randall, Robert S.
Contrasting Norm Referenced and Criterion Referenced Measures.
Pub Date Apr 72
Note—11p.; Paper prepared for symposium of the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Comparative Analysis, *Criterion Referenced Tests, *Norm Referenced Tests, *Test Construction, *Test Reliability, *Test Validity
Differences in design between norm referenced measures (NRM) and criterion referenced measures (CRM) are reviewed, and some of the procedures proposed on designing and evaluating CRM are examined. Differences in design of NRM and CRM are said to arise from the different purposes that underlie each measure. In addition, there are differences among criterion referenced tests, three cases of which are: (1) where items are sampled from a known universe, (2) where one item constitutes the set in question, and (3) where items are examples of a class of problems or tasks which cannot be well defined. Validation problems in CRM are discussed, and the need for developing new techniques, especially for case (3) CRTs, is pointed out. (DB)

ED 065 594 TM 001 863
Bart, William M. Airasian, Peter W.
The Generation of Item Hierarchies by an Ordering-Theoretic Method and a Piagetian Example.
Pub Date Apr 72
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cognitive Development, *Item Analysis, *Measurement Techniques, *Models, *Psychometrics, Relationship, *Response Style (Tests), Theories
Identifiers—*Ordering Theory, Piaget (Jean)
Using ordering theory, a boolean algebraic measurement model in which item response patterns are viewed as atoms in a boolean algebra with as many generators as there are items being considered, a hierarchy-generative procedure is developed. This procedure relates to the determination of prerequisite relationships between pairs of items. An experiment in which seven Piagetian tasks were administered, and the task response patterns were subjected to an ordering-theoretic analysis, is presented. It is concluded that ordering theory should be a useful tool for the educator or social scientist, and for developmental psychology and Piagetian theory and research, ordering theory should be helpful in providing information on hierarchial structures amidst behaviors. (DB)

ED 065 595 TM 001 864
Greenberg, James And Others
Toward the Development of a Comprehensive Evaluation Design.
Pub Date Jan 72
Note—17p.; Preliminary draft of presentation for American Educational Research Association Special Interest Group in Teacher Education
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation Methods, *Models, *Program Evaluation, *Teacher Education
Identifiers—*Maryland Teacher Education Center
Purposes, strategies, and history of evaluation of the Maryland Teacher Education Center are presented. The original purposes are classified in three categories: Process, Organization, and Outcomes. The evaluation design is discussed as to basic questions and emerging conceptual frameworks. (DB)

ED 065 596 TM 001 865
Collins, Kenneth
An Investigation of the Variables of Bloom's Mastery Learning Model for Teaching Mathematics.
Pub Date Apr 72
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Comparative Analysis, Control Groups, Educational Objectives, Experimental Groups, *Formative Evaluation, Grade 7, Grade 8, Hypothesis Testing, *Learning Processes, Statistical Analysis, *Student Testing
Identifiers—Bloom (Benjamin S)
The purposes of this study were to examine and evaluate the importance of three variables of Bloom's mastery learning model. The variables studied were specification of objectives, use of diagnostic-progress (d-p) tests, and use of alternate resources. The study used four seventh grade and four eighth grade classes; each grade classes were pretested each semester on course objectives. There was no significant difference among the classes at the .25 level. Each class took chapter, unit, and semester (posttest) exams based on the objectives. The first semester eighth grade classes received four different treatments: no variables (control class), behavioral objectives, objectives and daily ungraded d-p tests with recommendations, objectives and d-p tests with recommendations that included alternate resources. There was a significant difference between the control class and each treatment class. Using second semester seventh grade classes, a comparison between a control class and

a class using daily ungraded d-p tests with recommendations was significant at the .05 level. The results indicate that the use of either a list of specific objectives or d-p tests with recommendations is sufficient for a significant increase in student mastery of the objectives. The second semester seventh grade classes received four different treatments: no variables, general objectives, specific objectives, and daily ungraded d-p tests with recommendations. There was a significant difference between classes using specific and general objectives at the .10 level. (Author/DB)

ED 065 597 TM 001 867
Good, Thomas Brophy, Jere E.
Behavioral Expression of Teacher Attitudes.
Pub Date Apr 72
Note—32p.; Paper presented at annual meeting of the AERA (Chicago, Ill., April, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Patterns, Comparative Analysis, Data Analysis, *Data Collection, Interaction, Research Methodology, Research Needs, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior

In a replication and extension of work by Silberman (1969), differential teacher behavior toward different students was studied in relation to the attitudes teachers held toward those students. Using data on dyadic teacher-child interactions collected with the Brophy-Good system, contrasting patterns were noted in the ways teachers interacted with students toward whom they felt attachment, concern, indifference, or rejection. Four distinct patterns were observed. The data generally confirmed Silberman's earlier findings, even though the present study was done at a different grade level and involved 3 different types of student populations. Methodological differences which may explain the discrepancies which did occur are discussed, along with suggestions for related research. (Author)

ED 065 598 TM 001 868
Kniefel, David R.
A Comparison of Observed Teaching Behavior of Oral Language Program Trained and Conventionally Trained Preservice Reading Teachers: A Formative Evaluation.
Pub Date Apr 72
Note—43p.; Paper presented at the annual meeting of the AERA (Chicago, Ill., April 3-7, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Behavior Patterns, Classification, Cognitive Ability, *Comparative Analysis, Educational Programs, Oral English, *Preservice Education, Psychomotor Skills, Social Behavior, *Teacher Behavior, *Teacher Evaluation, Teaching Techniques, Testing, Tests, Video Tape Recordings
Identifiers—MBDC, Motor Behavior Descriptive Categories, Spaulding Teacher Activity Rating Scale, STARS

The purpose of this study was to provide a descriptive comparison of the teaching behaviors exhibited by preservice teachers trained in an experimental program (utilizing an Oral Language Program) and preservice teachers trained in a conventional program. Three dimensions of teacher behavior were compared: cognitive, behavior management, and motor behaviors. Two test teaching situations were employed. One group of students from the Oral Language Program (OLP) trained group taught an OLP lesson and another group of OLP trained students taught a teacher-prepared lesson and an OLP lesson, respectively. The videotaped test teaching situations were observed by trained observers utilizing the Spaulding Teacher Activity Rating Scale (STARS) and the Motor Behavior Descriptive Categories (MBDC) developed by the researcher. Conclusions include: (1) OLP trained teachers exhibit similar patterns of behavior between teacher-prepared lessons and OLP lessons on the three dimensions of behavior observed; (2) Conventionally trained teachers exhibit consistent patterns of behavior on the cognitive and motor dimensions of behavior on the cognitive and motor dimensions of behavior between teacher-prepared and OLP lessons; and (3) OLP and conventionally trained teachers exhibit similar patterns of behavior on the cognitive and motor behavior dimension when teaching OLP lessons, but the patterns are significantly dissimilar on the behavior management dimension. (CK)

ED 065 599 TM 001 869
Haenn, Joseph F.
The Effects of Procedural Variation in Free-Sorting Experimentation.
Pub Date Apr 72
Note—39p.; Paper presented at the annual meeting of the AERA (April, 1972, Chicago, Ill.) (Meeting of the Special Interest Group on Qualitative Analysis: Techniques, Measurements and Strategies)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classification, Cues, Interaction, *Psychomotor Skills, Response Mode, Stimuli, *Stimulus Devices

Three procedures of the free-sort methodology which are usually standardized were varied in an attempt to discover the effects of such variation upon the number and nature of manifest categorizations. The conditions investigated were effectiveness of the sorting cue, the effects of the order of stimulus presentation and the effect of re-sorting. An explicit sorting cue was shown to be a highly significant determinant of the number of manifest categorizations, but not of the quality or nature of these categorizations when compared with an implicit (instructional) sorting cue. The effects of differing explicit sorting cues should be the object of further study. The effects of stimulus ordering were not significant as anticipated, although the treatment means were in the predicted order. Subjects encountering initial stimuli which were very homogeneous formed more manifest categories (means=7.88) than did subjects sorting decks with initial-heterogeneous (mean=6.45) or completely randomized (mean=6.76) stimuli. Subjects encouraged to re-sort their manifest categorizations formed categories which were significantly different in nature, but not in number, from the categorizations of subjects who were not encouraged to re-sort. In addition, there was a significant interaction effect between re-sorting and type of sorting cue. (Author)

ED 065 600 TM 001 870
Hansen, Joe B.
An Investigation of Cognitive Abilities, State Anxiety and Performance in a CAI Task under Conditions of No Feedback, Feedback and Learner Control.
Pub Date 72
Note—19p.; Paper presented at annual conference of the AERA (Chicago, Ill., April, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Affective Behavior, *Anxiety, *Cognitive Ability, *Computer Assisted Instruction, Course Content, Factor Analysis, *Feedback, Hypothesis Testing, Memory, Multiple Regression Analysis, *Task Performance, Testing

The major objectives of this study were: to determine whether information feedback provided during a difficult task would reduce State-Anxiety (A-State) and whether learner control of feedback would lead to further reductions in A-State. Another objective was to attempt to bridge cognitive and affective domains by examining relationships of the task variables of feedback and learner control by examining the relationships of the task variables of feedback and learner control with anxiety and cognitive abilities, specifically reasoning ability (R) and associative memory (Ma). Three objective-related hypotheses were investigated. Prior to taking the CAI course, each subject received a battery of five tests administered to small groups. The course contained a series of eight sets of three examples and three test items, illustrating eight consecutive rules comprising the task. A varimax factor analysis conducted on the ability scores produced two factors, R and Ma. A second analysis of variance, multiple linear regression analysis, a two covariable analysis of covariance, and a single covariable analysis were also performed. It was found that real reductions in A-State can be obtained through increased use of feedback. While feedback generally seems to reduce A-State, high A-State appears to interfere with the learner's capacity to utilize the feedback information effectively in performing the task requirements. Learner control seems to offer definite advantages both in terms of anxiety reduction and performance. (CK)

ED 065 601 TM 001 871
Fleming, Margaret
Model for Upgrading Program Evaluation at the Local School Level.
Pub Date 72
Note—11p.; Paper presented at the annual meeting of the AERA (Chicago, Ill., April, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Responsibility, Consultants, Elementary School Teachers, *Models, Principals, *Program Evaluation, Public Schools, Questionnaires, *School Districts, Secondary School Teachers, Summer Programs, Teacher Attitudes, *Teacher Role
Identifiers—*Cleveland

A training effort to upgrade the competencies of classroom teachers in program evaluation at the local school level was undertaken by the Division of Research and Development of the Cleveland Public Schools during the Spring of 1971. The model for this training effort was the Evaluation Liaison Teacher Plan, which provided for assignment of an Evaluation Liaison Teacher to each school to serve as a resource for the school staff in assessment of its programs. The model was implemented in connection with the summer school programming offered in Cleveland's Title I schools during the summer of 1971. This model evolved from involving assumptions: (1) the recognition of the classroom teacher as the key facilitator of instruction and its evaluation; (2) utilization of in-line administrative channels to support evaluative processes through emphasis of the principal's responsibility at the school level; and (3) Placement of responsibility for instructional evaluation in the classroom. Operationally, major program elements included: (1) assignment of an evaluation liaison teacher to serve each school, (2) design of protocol materials and training mediums in application of evaluation to school programs, and (3) provision of "hands-on" training for liaison teachers in various aspects of evaluation. At the end of the program, questionnaires were distributed randomly to participants and school staff and to 48 evaluation liaison teachers. About three out of four teachers believed the plan should be continued. Sixty-seven percent of the elementary teachers and 72 percent of the secondary teachers were in favor of the idea of an evaluation liaison teacher in each building. At least one out of two fellow staff members of teachers were also in favor of the program. (CK)

ED 065 602 TM 001 872
Smith, Calvin M., Jr.
An Exploratory Study of the Effects of Compensatory Education on the Reading and Mathematics Achievement of Intermediate Grade Pupils.
Pub Date 72
Note—90p.; Paper presented at the annual meeting of the AERA (1972, Chicago, Ill.)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Classification, Comparative Analysis, *Compensatory Education, Data Analysis, Data Collection, Educational Programs, Educational Research, *Elementary School Students, Grades (Scholastic), Intelligence Quotient, *Mathematics Education, *Public Schools, *Reading Achievement, Standards, Summer Schools

A study to explore the effectiveness of the Columbus, Ohio, Public School Systems' compensatory education program on the reading and mathematics achievement of pupils in fourth, fifth, and sixth grades was conducted. Intent of the study was (1) To study the differential achievement reached by all eligible pupils; and (2) To analyze a selected number of control variables. A modified version of the effect parameter analysis developed by Coleman was used. Data were derived from the records held by the school system on fourth, fifth and sixth grade pupils. Data were organized by: (1) listing all pupils in these three grades enrolled in the program, (2) determining those pupils underachieving at least one year below grade level, (3) determining those underachievers who possess a measured intelligence 80 and who were enrolled in summer school, (4) classifying all pupils identified as meeting or not meeting the achievement criterion, and (5) classifying all pupils who attended. An analysis of the reading achievement grade scores and an analysis of the mathematics computational grade equivalency scores were performed. Results include: (1) The supportive services had no statistically significant impact on the reading achievement of pupils; (2) Among low intelligence enrollees, the mathematics program component was associated with a diminishing effect on participating pupils' reading achievement;

and (3) Pupils who participated in the reading program components improved their reading achievement. (CK)

ED 065 603 TM 001 873
Yelon, Stephen L. Schmidt, William H.
The Effects of the Placement of Objectives within an Instructional Period and a Precriterion Test on the Acquisition of a Cognitive Task.
Pub Date 72
Note—15p.; Paper presented at annual meeting of the AERA (1972, Chicago, Ill.)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Academic Achievement, Anxiety, *Behavioral Objectives, *Cognitive Processes, Educational Games, Learning Activities, Learning Processes, Motivation, Rating Scales, Research Needs, *Standards, *Task Performance, *Testing
Identifiers—Alpert and Haber Test Anxiety Scale
A study to determine some conditions to be used to communicate desired instructional outcomes to students in order to produce learning was conducted. A commercial game called "Think-A-Dot" consisting of a series of flip-flops encased in plastic was employed as the learning task. Three independent variables were experimentally manipulated: (1) behavioral objectives presented at the beginning of instruction, (2) behavioral objectives presented in the middle of instruction, and (3) a precriterion test given during the instructional period. A test conforming to the theoretical requirements of the motive of need for achievement and the Alpert and Haber Test Anxiety Scale were given prior to the experiment. The following four treatments influenced achievement more than the other treatments: (1) all three variables combined, (2) only a precriterion test, (3) objectives presented twice: at the beginning of instruction and during instruction, and (4) only objectives presented during instruction. The following treatment groups scored consistently lower: (1) precriterion tests combined with objectives presented at the beginning, (2) precriterion test combined with objectives presented during instruction, and (3) the absence of all three variables. The results of this study point the way to further research. Future research should explore ways to maximize the effects on learning of complex combinations of variables including objectives. (CK)

ED 065 604 TM 001 874
Ashburn, Arnold G.
The Credibility Gap between Public Schools and Funding Agencies.
Pub Date 72
Note—16p.; Paper prepared for 1972 AERA Division H. Symposium, "Funding and Contractual Issues in School System Evaluation"
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Accountability, Educational Programs, Evaluation Techniques, *Financial Support, Guides, *Models, *Organization, Program Evaluation, Projects, *Public Schools, Role Perception, School Organization, School Role
Identifiers—Credibility Gap
This paper attempts to lay a general framework for analyzing credibility gaps in evaluative information at various levels of organizational structure. The CIPP model is chosen as a point of reference in order to identify the type of evaluative information to which the concern of this paper is addressed. Credibility gaps are classified as personnel related and organization related. The latter, an Organizational Credibility Gap, exists at each organizational level where the same person is both accountable for a program's success or failure and responsible for the formal evaluation of that program. Three characteristics of such gaps are: (1) They are basically a "conflict of interests" relationship between the organizational roles; (2) They are separate from personalities as such; and (3) The essence of these gaps is that of potential incredulity. Four propositions which may serve as guidelines in the institutionalization of evaluation functions in educational institutions are: (1) Gaps can be delineated in a project's planning stages; (2) Gaps should be minimized; (3) The bridging of each gap should be planned; and (4) The strategy of internal evaluation with external audit provides the balanced use of resources for a long-range development and institutionalization of evaluation functions in educational institutions. A combination of the propositions supports an overall strategy that would support the long-range buildup of in house evaluation capabilities of educational institutions. (CK)

ED 065 605 TM 001 875
Block, James H.
Student Evaluation: Toward the Setting of Mastery Performance Standards.
Pub Date 4 Apr 72
Note—28p.; Paper presented at the annual meeting of the AERA (Chicago, Ill., April 4, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Cognitive Processes, Data Collection, Evaluation Techniques, *Feasibility Studies, Learning Processes, Models, Objectives, *Performance Criteria, Standards, *Student Evaluation, Task Performance, Test Results
When the task of evaluating student learning is carefully considered, two major problems emerge. One is the gathering of the most appropriate and precise evidence possible about the learning. The other is the setting of performance standards against which this evidence may be weighed and the adequacy of each student's learning judged. This paper has focused on the problem of setting performance standards for use in strategies for mastery learning. The paper began with the argument that a key variable in the design of these strategies are the mastery performance standards which students are helped to attain throughout their instruction. It was pointed out that presently there are no procedures for setting such standards. Next, an attempt was made to formulate one such procedure. The approach developed utilizes students' future learning, i.e., their scores on a set of desired, end-of-instruction learning outcomes, as a criterion for determining the mastery performance level which students must attain at any stage in their instruction. Finally, the paper reported an experiment designed to explore the feasibility of the approach proposed. The experiment was designed to test the assumption that the performance standard which a student attains over each segment of his instruction has important implications for his realization of the desired, end-of-instruction learning outcomes. In general, the experiment's results confirmed the assumption tested. (Author/CK)

ED 065 606 TM 001 906
Assembler (laund.) 9-57.21; Flatwork Catcher (laund.) 9-57.21; Flatwork Feeder (laund.) 9-57.21; Flatwork Folder (laund.) 9-57.21; Laundry Collector (laund.) 9-57.21--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-260
Pub Date Jun 63
Note—10p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Unskilled Workers
Identifiers—Flatwork Catcher, Flatwork Feeder, Flatwork Folder, GATB, *General Aptitude Test Battery, Laundry Assembler, Laundry Collector
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 607 TM 001 907
Machine Operator, Ceramics (pottery and porc.) 6-66.912--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-261
Pub Date Jun 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Ceramics, *Cutting Scores, Evaluation Criteria, Handicrafts, Job Applicants, *Job Skills, *Machinists, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Unskilled Workers
Identifiers—GATB, *General Aptitude Test Battery, Porcelain, Pottery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 608 TM 001 908
Boilermaker (boilermaking) I 805.281-010--Technical Report on Development of USTES Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-262R
Pub Date Jun 70
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Unskilled Workers
Identifiers—Boilermaker, GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 065 609 TM 001 909
Fish and Game Warden (Gov. Ser.) 0-94.94--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-263
Pub Date Jun 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Forestry, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Unskilled Occupations, *Wildlife Management
Identifiers—Fish and Game Warden, GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 610 TM 001 910
Fish Cutter (fish.) 3-89.04--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-264
Pub Date Jun 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Fisheries, Food Service Industry, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Seafood, Test Reliability, Test Validity, Unskilled Workers
Identifiers—Fish Cutter, GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 611 TM 001 911
Shrimp Picker (can. & Preserv.) 8-04.10--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-265
Pub Date Jun 63
Note—6p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Fisheries, Food Service Industry, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Seafood, Test Reliability, Test Validity, Unskilled Workers
Identifiers—GATB, *General Aptitude Test Battery, Shrimp Picker
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 612 TM 001 912
Draftsman, Architectural (profess. & kin.) 001.281; Draftsman, Civil (profess. & kin.) 005.281; Draftsman Geological (petrol. production) 010.281; Draftsman, Mechanical (profess. & kin.) 007.281; Draftsman, Structural (profess. & kin.) 005.281; Detailer (profess. & kin.) 017.281--Technical Report on Development of USTES Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-266R
Pub Date Jun 70
Note—39p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, *Draftsmen, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Technical Occupations, Test Reliability, Test Validity
Identifiers—Detailers, GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 065 613 TM 001 913
Tire Builder, Automobile (rubber tire & tube) 750.884--Technical Report on Development of USTES Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-267R
Pub Date Sep 70
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Skilled Workers, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Tire Builders (Automobile)
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 065 614 TM 001 914
Stacker (pottery & porc.) 774.884--Technical Report on Development of USES Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-268
Pub Date Jul 66
Note—15p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Unskilled Workers
Identifiers—GATB, *General Aptitude Test Battery, Stackers (Pottery)
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 065 615 TM 001 915
Onion Corer (can. & preserv.) 529.886--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—TR-S-269
Pub Date Jun 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Food Service Occupations, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Onion Corers
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs

with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 616 TM 001 916

Nurse, Licensed, Practical (medical ser.) 079.378--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-270R

Pub Date Jun 70

Note—16p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, *Nurses, Occupational Guidance, *Personnel Evaluation, Practical Nurses, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 617 TM 001 917

Nurse, General Duty (medical ser.) 075.378--Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-271R

Pub Date Nov 68

Note—18p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, *Nurses, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 618 TM 001 918

Occupational Therapy Aid (medical ser.) 079.368-026--Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-272R

Pub Date May 68

Note—15p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Occupational Therapy Assistants, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 065 619 TM 001 919

Oil-Burner-Installation-And-Serviceman (any ind.)--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-273

Pub Date Jul 63

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Service Occupations, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 620 TM 001 920

Food Service Worker II (hotel & rest.) 317.884; Food Service Worker (medical ser.) 2-29.16--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-274

Pub Date Jul 63

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Food Service Workers, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 621 TM 001 921

Custodian, School (any ind.) 381.887--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-275

Pub Date Jul 63

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *School Maintenance, Test Reliability, Test Validity

Identifiers—Custodians (School), GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 622 TM 001 922

Salesperson, General (ret. tr.) 1-75.71--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-276

Pub Date Oct 63

Note—8p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Salesmanship, Sales Workers, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes

which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 623 TM 001 923

Process Inspector (Ordnance) 736.381--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-277
Pub Date Aug 63
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Inspection, Job Applicants, *Job Skills, Metal Working Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Process Inspector (Ordnance)

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 624 TM 001 924

Sales Clerk (ret. tr.) 1-70.10--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-278
Pub Date Oct 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Clerical Occupations, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Sales Workers, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Sales Clerk

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 625 TM 001 925

Processor, Solid Propellant (chem.) 6-52.773--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-279
Pub Date Jul 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Chemical Industry, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Solid Propellant Processor

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 626 TM 001 926

Ornamental-Iron Worker (const.) 4-84.020; Structural-Steel Worker (const.) 4-84-010--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-280
Pub Date Sep 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Building Trades, Construction Industry, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Metal Industry, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Ornamental Iron Worker, Structural Steel Worker

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 627 TM 001 927

Capacitor Winder (elec. equip.) 726.884--Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-281R
Pub Date Sep 68
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Electrical Occupations, Evaluation Criteria, Job Applicants, *Job Skills, Manufacturing Industry, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Capacitor Winder, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 065 628 TM 001 928

Nurse Aide (med. ser.) 2-42.20--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-282
Pub Date Sep 63
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, *Nurses Aides, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 629 TM 001 929

Biologist (profess. & kin.) 041.081--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-283
Pub Date Sep 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Biology, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Biologist, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the

general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 630 TM 001 930
Pinsetter Mechanic, Automatic (any ind.) 829.281--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-284
Pub Date Sep 63
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Mechanical Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Pinsetter Mechanic (Automatic)
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 631 TM 001 931
Dental-Laboratory Technician (medical ser.) 712.381--Technical Report on Development of USES Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-285
Pub Date Aug 66
Note—21p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, *Dental Technicians, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 065 632 TM 001 932
Digital Computer Operator (clerical) 1-25.17--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-286
Pub Date Aug 64
Note—11p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Clerical Workers, *Cutting Scores, *Digital Computers, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Digital Computer Operator, GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 633 TM 001 933
Psychiatric Aid (medical ser.) 2-42.22--Technical Report on Development of USES Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-287
Pub Date Mar 66
Note—13p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Medical Services, Norms, Occupational Guidance, *Personnel Evaluation, *Psychiatric Aides, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 634 TM 001 934
Trailer Assembler 7-02.335--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-288
Pub Date Dec 63
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Metal Working Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Trailer Assembler
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perceptions; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 635 TM 001 935
Stitcher, Machine (boot & shoe) 6-61.211--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-289
Pub Date Jan 64
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Needle Trades, Norms, Occupational Guidance, *Personnel Evaluation, Sewing Machine Operators, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Machine Stitcher (Boot and Shoe)
The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 636 TM 001 936
Finisher, Hand (toys & games) 9-13.01; Gluer (toys & games) 9-13.01; Laborer (toys & games) 9-13.01; Plastic-Toy Assembler (toys & games) 7-13.012; Toy Assembler (toys & games) 7-13.012--Technical Report on Standardization of the General Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-290
Pub Date Feb 64
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Finishing, Games, Industrial Arts, Job Applicants, *Job Skills, Laborers, Norms, Occupational Guidance, *Personnel Evaluation, Plastics, Test Reliability, Test Validity, Toys
Identifiers—GATB, *General Aptitude Test Battery, Hand Finisher
The United States Training and Employment Service General Aptitude Test Battery (GATB),

first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 637 TM 001 937

Classifier, Laundry 7-57.012--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-291
Pub Date Feb 64
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Sorting Procedures, Test Reliability, Test Validity, Unskilled Workers
Identifiers—GATB, *General Aptitude Test Battery, Laundry Classifier

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 638 TM 001 938

Bundler, Laundry 9-68.30--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-292
Pub Date Feb 64
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Clothing, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Sorting Procedures, Test Reliability, Test Validity, Unskilled Workers
Identifiers—GATB, *General Aptitude Test Battery, Laundry Bundler

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 639 TM 001 939

Electronic Technician (profess. & kin.) 003.181--Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-293R
Pub Date Jun 70
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, *Electronic Technicians, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 640 TM 001 940

Snipper Belt Sorter 8-04.10--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-294
Pub Date Feb 64
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Food Processing Occupations, Food Service Industry, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Snipper Belt Sorter

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 065 641 TM 001 941

Balling-Machine Operator (textile; tex. prod., n.e.c.) 6-19.110--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—S-295
Pub Date Feb 64
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Industry, Job Applicants, *Job Skills, Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Production Techniques, Test Reliability, Test Validity
Identifiers—Balling Machine Operator, GATB, *General Aptitude Test Battery, Textiles

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

UD

ED 065 642 UD 012 369

Revai, Loretta Z.

An Annotated Bibliography of Selected Books About American Indians for Elementary Through High School Students. ERIC-IRCD Urban Disadvantaged Series, Number 29, July 1972.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 72
Contract—OEC-0-9-42088-2327(519)
Note—73p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—American History, *American Indian Culture, American Indian Languages, *American Indians, *Bibliographies, Cultural Interrelationships, *Elementary Grades, Fiction, Folklore Books, History, Identification (Psychological), Legends, Literature, Mythology, Political Issues, *Secondary Grades, Self Concept, Self Esteem, Tales, Tribes

This briefly annotated bibliography selectively lists nearly 300 books either written by American Indians or related to the authors of the books by Indians, and which are considered to represent the American Indian point of view. The works listed cover the different phases of culture from Pre-Columbian society through the modern Indian. To facilitate selection of materials by both teacher and student, the recommended school level is indicated for each item following the citation. Prices are included for most of the works. A categorical index at the end of the main bibliography classifies the works listed according to reader interest. Appended is a final section on additional sources of materials and information. (RJ)

ED 065 643 UD 012 813

Schoenheimer, Henry P.

Good Schools.

Pub Date 72
Note—126p.
Available from—Behavioral Publications, 2852 Broadway, New York, N.Y. 10025 ($4.95)
Document Not Available from EDRS.

Descriptors—Educational Development, Educational Experiments, *Educational Quality, *School Design, School Improvement, *School Organization, *School Role, *School Surveys, School Systems, Special Schools
Identifiers—Australia, Denmark, England, India, Japan, Norway, Sweden, Switzerland, Union of Soviet Socialist Republics, United States of America
This book contains seventeen thumb-nail sketches of schools in Europe, the United States, Asia, Britain, and Australia, as they appeared in the eye of the author as a professional educator and a journalist while travelling around the world. The author considers the schools described to be good schools, and not necessarily the 17 best schools in the world or in their respective countries, nor representative of those countries; schools that all parents and teachers ought to know about as some models for better education. The schools described are Tamagawa Gakuen (Japan), Franklin D. Roosevelt School for the physically handicapped (England), Fordham University Preparatory (Catholic) School (U. S.), Primary Correspondence School (Australia), Folkhighschools (Sweden), Experimental Gymnasium (Norway), Primary School (England), School at Sea (England), Comprehensive School and Gymnasium (Sweden), Youth Town and School (Denmark), Tagore's School at Santiniketan (India), The International School, Geneva (Switzerland), The Pioneer Palace, Moscow (U.S.S.R.), and the following schools in the U.S.: Bronx High School of Science, Dalton School (New York City), DeWitt Clinton Senior High School, Bronx. (RJ)

ED 065 644 UD 012 819
Breton, Raymond And Others
Social and Academic Factors in the Career Decisions of Canadian Youth: A Study of Secondary School Students.
Department of Manpower and Immigration, Ottawa (Ontario).
Pub Date 72
Note—626p.
Available from—Information Canada, 171 Slater St., Ottawa, Ont. ($4.50)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Adolescents, *Career Choice, Career Planning, Community Characteristics, Data Analysis, *Decision Making, Educational Experience, Family Background, Goal Orientation, Objectives, Occupational Aspiration, Occupational Choice, Public Schools, Secondary School Students, *Social Factors, Student Attitudes, Student School Relationship, Youth
Identifiers—*Canada
The conceptual framework underlying the study reported in this book is based on the premise that an adolescent's career development and intentions and decisions with respect to future career depend on three interrelated factors: social origin, present experience, and attitudes and preparedness for the future. Traditional patterns are followed in the examination of these factors for their impact on vocational indecision, educational intentions, and level of occupational preferences. In view of the observation from the data gathered that about one-third of the respondents were without a career goal, the authors have examined the factors behind this indecision in greater detail than in traditional studies. Data for the study were drawn from 373 public secondary schools in each of the ten provinces in Canada, involving academic, technical, vocational, commercial, and "composite" schools; about 150,000 secondary school students from all grade levels were involved in the study. Findings encompass the student's relationship to the future, community characteristics, social and family situation, role of significant others, school context and experience, and interaction between individual characteristics and social structure. Appended are data tables, student questionnaire samples, and a select bibliography of reference sources. (RJ)

ED 065 645 UD 012 820
Clark, Kenneth B.
A Possible Reality: A Design for the Attainment of High Academic Achievement for Inner-City Students.
Metropolitan Applied Research Center, Inc., New York, N.Y.
Pub Date 72
Note—179p.
Available from—Emerson Hall Publishers, Inc., 209 W. 97th St., New York, N.Y. 10025 ($6.95)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Academic Performance, *Achievement Need, Curriculum, Educational Experiments, Educational Quality, Educational Technology, Educational Theories, Low Achievement Factors, *Low Achievers, *Models, Parent Participation, Personnel Needs, Public Schools, School Administration, Student Evaluation, Student Motivation
Identifiers—*District of Columbia
This book is composed of two sections, the first being a proposal for a design for raising the academic performance of inner city children. A statement of the problem is followed by a discussion of the prevalent theories seeking to explain underachievement, such as demographic, sociological, psychological, physiological, and biological-genetic explanations. Focus on the basic assumptions of a proposed educational design for the effective education of children in the District of Columbia public schools leads to the formulation of a design encompassing curriculum, educational personnel (teachers, executives, educational aides--paraprofessionals, and tutors), parents, students, evaluation of student performance, and overall organization--the governance and administration of public school systems. This section concludes with a discussion of barriers to be overcome in the implementation of such a proposal in the D.C. schools. The second section of the book deals with supplementary data on the characteristics of effective systems and programs, with detailed treatment of aspects of curriculum, personnel, student motivation, parent involvement, and organizational support that are significant for such systems and programs. [For related document see ED 047 032, RIEMAY71.] (RJ)

ED 065 646 UD 012 821
It's Not Over in the South: School Desegregation in Forty-Three Southern Cities Eighteen Years After Brown.
Alabama Council on Human Relations, Inc., Huntsville.; American Friends Service Committee, Washington, D.C.; National Association for the Advancement of Colored People, New York, N.Y.; National Council of Churches of Christ, New York, N.Y.; Southern Regional Council, Atlanta, Ga.; Washington Research Project, Washington, D.C.
Spons Agency—Southern Education Foundation, Atlanta, Ga.; Urban Coalition, Washington, D.C.
Pub Date May 72
Note—146p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Ability Grouping, Bus Transportation, Court Role, Discipline Problems, Expulsion, Faculty Integration, Integration Plans, *Integration Studies, Negro Students, Racial Balance, *School Integration, *School Segregation, *Southern Schools, Suspension, Token Integration, *Urban Schools
Identifiers—Florida, Geogia, Louisiana, South Carolina
The focus of this study on school desegregation is on 43 cities in the following areas: Bibb and Chatham Counties (Ga.); Orange, Duval, Hillsborough, and Pinellas Counties (Fla.); Cado, Quachita, East Baton Rouge, and Orleans Parishes (La.); and, Richland County District Number 1, Florence County District Number 1, and Orangeburg County District Number Five (S.C.). Based on the reports of the study monitors, the following are among the recommendations and findings made: (1) equal protection of laws is yet not a reality for most black students in the South; (2) at least a dozen major urban, Southern school systems are operating on inadequate and outdated court orders and desegregation plans; (3) some urban Southern school districts are not only segregated but do not provide any form of student transportation; (4) a school district cannot desegregate half-way; faculty and student integration must go hand-in-hand; (5) resegregation is an alarming fact in the urban Southern school systems, aided by local state and federal action; (6) a large number of black students are congregated in the lower academic groups in southern urban schools because of "ability" grouping; (7) widespread student unrest is symptomatic of racism, insensitivity, and injustice; (8) suspensions and expulsions of students are so widespread as to raise serious questions as to the effectiveness of these methods to enforce discipline; and, (9) increased use of police and security guards does not seem to have eliminated or significantly decreased disciplinary problems. (Authors/RJ)

ED 065 647 UD 012 822
Hearings before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Second Congress, Second Session on Nutrition and Human Needs. Part I--School Breakfast Program Survey. Hearings Held Washington, D.C., April 10, 1972.
Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.
Pub Date Apr 72
Note—238p.; Committee Print, Senate Select Committee on Nutrition and Human Needs
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.00)
Document Not Available from EDRS.
Descriptors—Behavior Change, Behavior Patterns, *Breakfast Programs, Classroom Environment, Disadvantaged Youth, Economic Factors, Federal Laws, Health Programs, *Hunger, *Nutrition, Poverty Programs, Program Administration, *Program Evaluation, Program Improvement, Resource Allocations, *Surveys
Contents of these hearings are as follows: Opening statement by Senator Philip Hart, presiding; testimony of Senator Clifford P. Case of New Jersey; testimony of Ronald F. Pollack, director, Food Research and Action Center (FRAC), New York, N.Y., and of Suzanne Vaupel and Mark Irving, project coordinators, FRAC; and, the testimony of Richard Lyng, Assistant Secretary, Department of Agriculture, Nutrition Service. Appended are material submitted by witnesses, Ronald F. Pollack, Mark Irving, and Richard Lyng, and by other than witnesses. Also appended is a study conducted by FRAC staff in order to determine whether a morning school food service program could provide a viable approach towards eradicating hunger in the nation's classrooms and to probe whether and how educational opportunities could be enhanced by the implementation of the School Breakfast program. (RJ)

ED 065 648 UD 012 823
Wilson, Jerusa And Others
An Evaluation of ESEA Title III Projects, Fiscal Year 1972. Interim Report.
District of Columbia Public Schools, Washington, D. C. Departments of Research and Evaluation.
Pub Date May 72
Note—126p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Disadvantaged Youth, *Early Childhood Education, Experimental Programs, Federal Aid, Federal Programs, *Health Programs, *Parent Child Relationship, Pilot Projects, *Preschool Programs, *Program Evaluation, Public Schools, Rubella, Urban Schools
Identifiers—District of Columbia, Elementary Secondary Education Act Title III, ESEA Title III Programs
This report contains descriptions and progress of five projects in the District of Columbia partially or wholly funded by ESEA Title III: (1) The Columbia Road Preschool Pilot Project, a second-year experimental effort designed to serve as a model school providing an experimental setting for early childhood educational programs; (2) The Montessori Preschool Project, designed to adapt the Montessori method and to develop a model for a public school setting; (3) Continuing Education and Services for School Age Mothers, for which an interim report has not been included in this evaluation report; (4) Development of a Complete School Program for Rubella Children Beginning During the Pre-School Period, a project of the Special Education Department of the D.C. Public Schools, designed primarily to provide educational opportunities for young hearing impaired children who might also have other handicaps concomitant with maternal Rubella; and, (5) The Parent-Partners Traineeship Proposal for a Parent Education Program, designed to foster parent-pupil partnership in order to reinforce and extend the educational experiences of children. [Several pages of this document are not clearly legible, but it has been reproduced from the best available copy.] (RJ)

ED 065 649 UD 012 824

Educating the Disadvantaged Child: Where We Stand. The 1972 Annual Report to the President and the Congress.

National Advisory Council on the Education of Disadvantaged Children, Washington, D.C.

Report No—OE-72-121

Pub Date 31 Mar 72

Note—49p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Compensatory Education, Compensatory Education Programs, Delinquents, *Disadvantaged Youth, Educational Accountability, *Educationally Disadvantaged, Federal Programs, Migrant Education, Parent Participation, Private Schools, *Program Evaluation, Reading Programs, School Integration, Teacher Education

Identifiers—*Elementary Secondary Education Title I, ESEA Title I, Follow Through Program, Right To Read Program

This report, the eighth annual report of the National Advisory Council on the Education of Disadvantaged Children (NACEDC), is presented as a commentary on the previous year's administration of the programs for disadvantaged children, with recommendations for the future. NACEDC notes that 1.5 million fewer disadvantaged children are now being served due to the concentration guideline directing spending on fewer for maximum impact; at the same time it is known that the number of children living in school attendance areas with high concentrations of children from low income families is about 20 million--suggesting that about two-thirds needing Title I services are not receiving them. Recommendations in the report relate to State funds for compensatory education, Title I audits and enforcement, delivery of services, legislative proposals for State Advisory Council for Title I, parent involvement, desegregation, nonpublic school children, follow through programs proposed by the Division of Compensatory Education, migrant programs, neglected and delinquent children in State institutions, the Right to Read Program, and teacher training. In light of appeals by private school administrators and practitioners, a special section of the report is devoted to the special needs of private schools serving disadvantaged children. (RJ)

ED 065 650 UD 012 826

A Master Plan Citizens Committee for the Oakland Public Schools.

California Univ., Riverside. Western Regional School Desegregation Projects.

Pub Date [Sep 71]

Note—16p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Boards of Education, Citizen Participation, *Citizens Councils, Community Involvement, Curriculum Development, Decentralization, *Educational Development, Educational Finance, *Educational Planning, Educational Policy, *Master Plans, *Public School Systems, School Administration, School Buildings

Identifiers—California, Oakland

This proposal outlines the objectives and functions of a citizens committee for the formulation of new programs and new and improved facilities for the Oakland Public Schools. The task of the committee will be to assist the Oakland Board of Education in defining goals and setting educational priorities for the years ahead, the plan being envisaged to be operational from April 1971 through June 1972. Guidelines are set down for participation on the school site planning committee and on the city-wide master plan citizens committee; additional guidelines are noted for the make-up of the master plan coordinating committee and for the establishment of task forces on curriculum and instruction, school buildings, community resources, decentralization, school finances, and any other areas the committee feels should be investigated. Also included is a set of 17 questions and answers to them on a multiple approach for deepening parent and community participation in Oakland's public schools, as well as a newsletter published by the Master Plan Citizens Committee in September 1971. (RJ)

ED 065 651 UD 012 828

Neighborhood Facilities: A Study of Operating Facilities. Community Development Evaluation Series, Number 1.

Department of Housing and Urban Development, Washington, D.C.

Pub Date Dec 71

Note—79p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Administrative Policy, *Community Development, Community Services, *Community Surveys, Data Analysis, *Neighborhood Centers, Program Administration, *Program Evaluation, *Public Facilities, Questionnaires, Resource Allocations, Seminars, Site Analysis, Staff Utilization

Identifiers—Neighborhood Facilities Program

This report, the first of a series attempting to provide information on community development programs, Federal processes, and policies, presents an evaluation of the operating centers constructed with Housing and Urban Development Neighborhood Facilities grants. The program evaluated provides grants to help local public bodies finance development of neighborhood centers to serve low- and moderate-income communities--to provide a wide range of services and activities including health, educational, social, and recreational programs; the grants may be used to help finance up to two-thirds the cost of a new building or to rehabilitate an existing structure. The evaluation comprised three phases: survey of operating facilities, site visits, and seminars. As a result of the survey, 22 findings suggesting policy clarifications, procedural modifications, guidance, and management actions emerged. Fourteen recommendations in these areas were made in addition to other immediate recommendations related to the study which were implemented. Action taken as a result of the evaluation is discussed. Appended are the sample blanks of the questionnaires used in the survey, a field guide for regional and area office staff, and data tables summarizing the results of survey of the 145 operating facilities. (RJ)

ED 065 652 UD 012 838

Holleb, Doris B.

Colleges and the Urban Poor: The Role of Public Higher Education in Community Service.

Pub Date 72

Note—189p.

Available from—D. C. Heath and Co., Lexington, Mass. ($13.50)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Adult Education, Community Agencies (Public), Community Colleges, Community Cooperation, Community Programs, Continuation Education, Depressed Areas (Geographic), Educational Innovation, *Educational Opportunities, Educational Policy, Educational Quality, *Equal Education, Financial Support, *Higher Education, Inner City, *Poverty Research, Social Factors, *Urban Areas

Identifiers—Illinois

This book, an outgrowth of an earlier study undertaken in 1969 for the Illinois Board of Higher Education in connection with the preparation of a "Master Plan for Higher Education: Phase III," is a comprehensive analysis of the complex conditions which must be considered in order to make headway in providing higher educational opportunities for the poor, and in serving more fully the educational needs of the inner city; public higher education in Illinois is used to illustrate the analysis and to demonstrate the application of the approach and the feasibility of the kinds of solutions outlined. Chapters in the book deal with: the search for new ways to serve the poor, urban poverty, poverty policies, roles and routes for higher education, widening opportunities in higher education, sources of inequality, reducing the obstacles to opportunity, extending services to the poor, the professions and systemic reform, the campus and the climate of cooperation, and the generation of a statewide and metropolitan response to the problems of the poor. Appended are tables on poverty statistics nationally and on urbanization, poverty, and race in Illinois, and an example of how to get about organizing a child-care center. (RJ)

ED 065 653 UD 012 840

Guthrie, James W. And Others

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part 16C--Inequality in School Finance. Appendix I. Schools and Inequality: A Study of Social Status, School Services, Student Performance, and Post-School Opportunity in Michigan.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Spons Agency—Urban Coalition, Washington, D.C.

Pub Date 69

Note—559p.; Committee Print, Senate Select Committee on Equal Educational Opportunity

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 ($2.50)

Document Not Available from EDRS.

Descriptors—Academic Performance, Data Analysis, Economic Factors, *Educational Finance, *Educational Quality, *Equal Education, Federal Aid, Occupational Choice, Political Attitudes, School Districts, School Services, Socially Deviant Behavior, Social Mobility, Social Status, *Socioeconomic Status, Statistical Surveys

Identifiers—*Michigan

This book which has been appended as part of the Equal Educational Opportunity hearings of the Senate Select Committee primarily focuses on the thesis that schooling provided to an individual and his subsequent educational achievement and post-school performance are determined to a substantial degree by his social and economic circumstances. The State of Michigan was selected as the location for the study. Chapters deal with: (1) a discussion of the concept of socioeconomic status (SES), and the characteristics of the samples of schools, students, and school districts used; (2) a review of the scholarly literature on social status and school services; (3) a presentation of an analysis of the ability of school services to affect student performance; (4) an analysis of research which relates post-school performance to such topics as individual lifetime earnings, occupational choice, social mobility, political participation, and social deviance; (5) a description of the governmental arrangements and economic conditions in Michigan which determine the quality of education available to a student; and, (6) a discussion of the concept of "capital embodiment," a description of discrepancies in embodiment between high and low social class children at the time they first enter school, and a discussion of alternative strategies for delivering and financing school services. Appended are information State school finance arrangements, technical notes on data analysis, descriptions of variables, and information on SES and informal educational opportunity. (RJ)

ED 065 654 UD 012 849

Activities Relating to the Desegregation of Public Schools, August 15, 1970-February 15, 1971.

Department of Justice, Washington, D.C. Community Relations Service.

Pub Date 72

Note—58p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Agencies (Public), Community Influence, Community Involvement, Government Role, *Integration Methods, *Integration Plans, Mass Media, Program Administration, *Public Schools, School Districts, *School Integration, School Involvement, Southern States, Violence

Identifiers—Community Relations Service

This report describes the involvement of the Community Relations Service (CRS), Department of Justice, in the desegregation of public schools, as called upon by the Administration to provide assistance toward helping school districts and communities resolve problems that would arise during the period of transition from dual to unitary systems. The specific objectives of the project were: to engage in those activities that would promote the easing of community tensions and avoid the violence arising from desegregation; to promote and assist in the establishment of programs and activities designed to deal constructively with problems incidental to desegregation;

and, to function in liaison capacity between the community, the civil rights agencies of the government, and Attorneys' Offices. The project covered the States of Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, and Texas; numerous contacts were made with students, teachers, parents, school officers, community groups, city officials, and concerned others. Activities and accomplishments encompassed assistance to schools, assistance to communities, crisis response activities, media activities, and monitoring activities. Illustrations and experiences in the various States covered by CRS are provided. Appendixes list counties and school districts involved in the program, persons and groups contacted, assistance to schools and communities, and crisis response activities. (RJ)

ED 065 655 UD 012 850
Alexander, Jean A.
Reading Black Literature With Understanding.
Pub Date Jun 72
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Black Community, *Changing Attitudes, Civil Rights, Concept Formation, Existentialism, *Fiction, Literary Criticism, Literature Guides, *Literature Reviews, Majority Attitudes, Negro Attitudes, *Negro Literature, *Negro Stereotypes, Social Influences, Trend Analysis

This paper is a broad study of the field of black American Literature which outlines the important movements, stereotypes, and trends that have had significant influence upon the literature. The changing stereotypes and archetypes of blacks depicted in American literature from the early concept of blacks as "chattels" to the contemporary concept of black characters as "existential prototypes" is traced. The specific correlation between changing attitudes, the gradual achievement of civil rights for blacks, and changing stereotypes is noted. Specific sections deal with stereotypes, their changes and transmission in American fiction; trends, movements, and influences related to black literature; and, an evaluation of black literature. A select bibliography is appended. [This document has been reproduced from the best available copy.] (Author/RJ)

ED 065 656 UD 012 852
Latimer, Bettye I., Ed. And Others
Starting Out Right: How to Choose Books About Black People for Young Children.
Spons Agency—Madison Equal Opportunities Commission, Wis.
Pub Date Jan 72
Note—135p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Analytical Criticism, *Annotated Bibliographies, Bias, Biographies, Black Community, Discriminatory Attitudes (Social), Evaluation Criteria, Majority Attitudes, Negro Achievement, Negro Attitudes, Negro History, Negro Leadership, *Negro Literature, Negro Stereotypes, Preschool Children, Primary Grades, Racial Attitudes, Resource Guides, *Textbook Bias, Textbook Content, *Textbook Selection

This critical and selective annotated bibliography is restricted to books written for preschool through grade three. Each title in this listing of "-black inclusive" items is accompanied by a commentary whose length depends on the merits or faults of each book. The editors have recommended the books or have not according to the following rationale and criteria: whether a black perspective has been taken into consideration in writing the book; the dimension of blackness in the book; how responsible the author is in dealing with problems and issues; whether black characters as depicted look like human beings; how black characters are shown in relationship to white, and vice versa; the purpose, if any, of dialect or slang used; accuracy of a story if dealing with historical or factual events; whether the personality as well as accomplishments of a main character are shown in biographies; and, the extent to which a book frees a child from the white-centered middle class world with its connotation of superiority. Other chapters associated with the bibliography focus on an overview of the children's book world--from segregation to token integration, syndrome patterns in books involving black people, and suggestions for moving beyond token integration. (Editor/RJ)

ED 065 657 24 UD 012 865
Napier, Lee
Implementation of a Competency-Based Teacher Education Program. Final Report, Volume I.
Mississippi State College, Jackson. Div. of Education and Technical Studies.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-0-8064
Pub Date 31 Aug 71
Grant—OEG-0-70-4540
Note—107p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Course Organization, Early Childhood Education, *Experimental Programs, *In-service Teacher Education, *Instructional Programs, *Instructional Technology, Negro Students, Pass Fail Grading, *Program Evaluation, Teacher Attitudes, Teacher Evaluation
Identifiers—Competency Based Instruction, Jackson State College, Mississippi

The purpose of this project was to help implement the change from traditional instructional programs in teacher education at Jackson State College, Mississippi, to programs which are competency-based, starting with the faculty and interns of Jackson State College-Hinds County Teacher Corps Program. From July 1970 through July 1971, 36 interns (black liberal arts graduates), assigned to three school systems in the County, were given eight courses in early childhood education as well as six hours of internship, which will count toward a master's degree; the eight courses were converted to competency-based instruction to extents varying from 50 to 100 percent. When students were requested to evaluate the program, they reacted positively toward competency-based instruction; the majority felt that they were under less pressure, would achieve more, and would receive higher grades. Faculty members also reacted positively and expressed a willingness to use the method in their own classes; but that the traditional grading system would need to be changed to a pass-fail system. All of the faculty members felt that the end-product of such a system better prepared teachers, was worth the effort to overcome such problems as do exist. The initial recommendation was to involve the total teacher education faculty in an effort to implement further competency-based instruction within the Jackson State College education program. (Author/RJ)

ED 065 658 UD 012 879
Hostetler, John A.
Amish Schooling: A Study in Alternatives. CAE Newsletter, Volume 3, Number 2.
Council on Anthropology and Education, Washington, D.C.
Pub Date Jun 72
Note—4p.; Paper prepared for the symposium on "Consequences of Implementing Alternative Schools," at the Society for Applied Anthropology meetings, Montreal, P. Q., Canada, 1972
Available from—CAE Subscription and Membership Office, c/o American Anthropological Association, 1703 New Hampshire Avenue, N. W., Washington, D. C. 20009 (Price not available)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Amish, Community Control, *Cultural Background, *Cultural Isolation, Culturally Disadvantaged, Curriculum, *Educational Attitudes, *Educational Objectives, Elementary Education, Minority Group Children, Religious Education, Religious Factors, School Location, Teacher Qualifications

This paper summarizes the issues underlying the Amish conflicts with public school consolidation and the enforcement of extended compulsory school-age limits. It calls attention to a long-standing strategy for community control of schools contributing to the maintenance of a culturally divergent minority group tradition. None of the traditional arguments in favor of school consolidation are acceptable. Amish society is localized, formal, and familistic. They are opposed to separating school from life. The Amish struggle to retain the school on a human rather than an organizational scale has centered around four main issues: (1) the location of the school; the Amish insist that their children attend schools located close to their homes, so that children can help with farm work and aspire to become farmers; (2) the training and qualifications of the teacher; in order to teach their way of life, the Amish want to have teachers qualified by their commitment to Amish values; (3) the number of years of schooling; the Amish want education in the basic skills of reading, writing, and arithmetic; and, (4) the content of education; the Amish basically object to having their children trained for a way of life that is contrary to their religion. The Amish have, thus, been able through community discipline and support and protection of their children to maintain cultural continuity and integrity, to remain a discrete minority, steadfast to their own vision of the good life. (Author/RJ)

ED 065 659 UD 012 882
Annual Report of the U. S. Commissioner of Education, Fiscal Year 1971, Submitted to Congress, March 31, 1972, in Accordance With Section 412. (b) of Public Law 91-230.
Office of Education (DHEW), Washington, D.C.
Pub Date 31 Mar 72
Note—164p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.25)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Advisory Committees, *Annual Reports, *Career Education, Compensatory Education, *Disadvantaged Youth, Drug Education, Educational Administration, *Educational Development, Educational Innovation, Environmental Education, Gifted, Management, *Minority Groups, Special Education, Talented Students

This report consists of nine chapters, each of which, with two exceptions, is devoted to what the Office of Education accomplished toward meeting one of its priorities in the fiscal year 1971. The exceptions are: Chapter 1, The Condition of Education--the Commissioner's personal assessment of education in the nation, which reaches into fiscal year 1972 and occasionally recalls events of the fiscal year 1970 and earlier years; and Chapter 9, Advisory Councils and Committees--which covers the calendar year 1971. Chapter 2 focuses on Office of Education aids to disadvantaged students, and Chapter 3 how minority groups were helped. Chapter 4, "No Room at the Bottom," deals with career education as marketable skills for all. Programs for the estimated 6 million school-age handicapped and one million preschoolers handicapped are described in Chapter 5. Office of Education encouragement of innovation in schools and colleges constitutes Chapter 6. Improvement of management of education at all levels, beginning with the Office of Education, for better service is the theme of Chapter 7. Chapter 8 deals with other major thrusts which, while not stated as priorities, nevertheless received major attention. Among these were the following programs; the Right to Read, Drug education, Environmental Education; the Arts and Humanities, and the Gifted and the Talented. Appended are lists of functions, meeting dates, and membership of advisory councils and committees. (RJ)

ED 065 660 UD 012 889
Report of the 1970 Federal Summer Employment Program.
Veterans Administration Center, Philadelphia, Pa.
Pub Date [70]
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Career Opportunities, *Disadvantaged Youth, English Instruction, Faculty Recruitment, Job Placement, *Job Training, Mathematics Instruction, Reading Instruction, Resource Materials, Student Enrollment, *Summer Programs, Teacher Education, Typewriting, *Youth Employment

This is the report of the fourth year of the summer employment training program for disadvantaged youth. The first section of the report deals with the recruitment of faculty for conducting classes in English, Mathematics, and Typing, and of trainees, with the assistance of the local Pennsylvania State Employment Service. This section also focuses on placement of the trainees after the end of the program, employee utilization, and suggestions and innovative ideas for the future. The second section of the report describes the actual kinds of training implemented in the program. These refer to formalized skills and educational skills training, kinds of basic education, and other developmental activities such as career tours; the training of supervisors of the trainees; program innovations; and, training aids

and materials. Appended are sample profile and office survey forms, samples of English course materials, and samples of mathematics course materials. [This document is reproduced from the best available copy; parts of the Appendix will not be clearly legible when reproduced.] (RJ)

ED 065 661 UD 012 890
Facts on Women Workers of Minority Races.
Women's Bureau (DOL), Washington, D.C.
Pub Date Jun 70
Note—10p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.15)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Age Differences, *Comparative Statistics, Dropout Characteristics, *Employment Patterns, Heads of Households, *Labor Force, Marital Status, *Minority Groups, Occupational Surveys, Racial Differences, Sex Differences, Wages, *Working Women
This booklet on women workers of minority races includes all races in a minority other than white, Negroes constituting about 90 percent of all persons other than white in the United States; Spanish-speaking persons are included in the white population. The following topics are encompassed; labor force participation; unemployment; marital status; women as heads of families; working mothers; children of working mothers; education; employment status of dropouts; occupations; full-time and full-year workers; and, earnings. Tabulated statistics are provided for the following; percent of persons in labor force, by sex, race, and age, 1971; percent of women in labor force, by race and marital status, March 1971; work experience in 1970 of women family heads in poor families, by race; percent of mothers in labor force, by race, age of children, and marital status of mother, March 1971; number of own children of working mothers, by race, type of family, and age of children, March 1971; employment status of high school graduates not enrolled in college and dropouts aged 16 to 21 years, by sex and race, October 1970; median years of school completed by workers 18 years of age and older, by sex and race, March 1959 and 1971; major occupation groups of employed women, by race, 1960 and 1971; and, median wage and salary income in 1970, by race and sex. (RJ)

VT

ED 065 662 08 VT 015 425
Koeninger, Jimmy G. Ward, Darrell L.
Evaluation Report--An Interaction Simulation: Coordinated Local-State Vocational Education Planning. Final Report.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No—R&D-Ser-73
Bureau No—BR-7-0158
Pub Date May 72
Grant—OEG-3-7-000158-2037
Note—77p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Evaluation, *Instructional Materials, *Leadership Training, Program Planning, *Simulated Environment, State Officials, Technical Education, *Vocational Education, Workshops
This evaluation report encompasses two 3-day leadership development workshops conducted for state department staff and other vocational personnel in order to evaluate a simulation leadership training package. Prior to the workshops, the training package was developed, pilot tested, and revised. During the development phase, consideration was given to developing a training package that would: (1) provide a realistic learning environment in which the planning process could be experienced, (2) generate a high degree of participant involvement, (3) increase understanding and ability to apply the planning techniques, and (4) incorporate a strategy allowing implementation with large or small as well as local or state groups. During the workshops, four instruments were used to collect evaluative data, and a summarization of the data is provided for each research question. Specific conclusions were: (1) The simulation package is equally effective for state-level administrators, supervisors, and other state-level personnel, (2) The activities generated and maintained participants' involvement and enthusiasm throughout the experience, and (3) The package did provide a realistic learning environment in which the knowledge, skills, and techniques of vocational education program planning could be applied. (SB)

ED 065 663 VT 015 449
Rowan, Richard L. Northrup, Herbert R.
Educating the Employed Disadvantaged for Upgrading. A Report on Remedial Education Programs in the Paper Industry.
Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No—Indus-R-R-Misc-Ser-18
Pub Date 72
Note—183p.
Available from—H. R. Northrup, Director, Univ. of Penn., Industrial Research Unit, Wharton School of Finance and Commerce, Philadelphia, Pa. 19104 ($5.95)
Document Not Available from EDRS.
Descriptors—*Adult Basic Education, Educationally Disadvantaged, *Inplant Programs, Negro Employment, *Negroes, *Program Effectiveness, Promotion (Occupational), Southern States
Identifiers—*Paper Industry
This study is an attempt to determine the impact of adult basic education programs on the upward mobility of disadvantaged workers. The programs studied were utilized by southern paper companies to increase the promotion potential of Negroes who were originally employed for unskilled jobs without opportunities for advancement. The study found that the programs promised more than they could deliver and that there was no relation between the taking of courses, test scores, and job advancement. The few disadvantaged Negroes who completed the courses showed little improvement in arithmetic an virtually none in reading. Programed teaching methods were unsuccessful, and the packaged courses disregarded the trainees' cultural characteristics. (BH)

ED 065 664 VT 015 494
Banathy, Bela H. Peterson, Robert M.
Employer Based Career Education (EBCE).
Far West Lab. for Educational Research and Development, Berkeley, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—12p.; Prepared for a Symposium on Career Education conducted at the 1972 annual meeting of the American Educational Research Assoc.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Behavioral Objectives, *Career Education, *Curriculum Development, Educational Objectives, Integrated Curriculum, *Models, School Industry Relationship, *Speeches, Student Needs, Vocational Education
Identifiers—EBCE, *Employer Based Career Education
The Far West Laboratory for Educational Research and Development is designing the employer based career education model. The model, now at the advanced design phase and soon to be pilot tested, reflects: (1) a comprehensive educational program, (2) the needs of youth, ages 13-18, (3) an educational system to be controlled by public and private employers, (4) the importance of career exploration, (5) an individualized program, (6) the need for performance-based learning objectives, and (7) an educational program that is economically feasible. Another significant aspect of the model is the integrated curriculum approach to meeting the following needs of students: (1) self-awareness, (2) self sufficiency, (3) decision-making skills, (4) social skills, (5) basic cognitive skills, (6) career skills, and (7) skills of employability. (JS)

ED 065 665 VT 015 581
Instructional Materials Vocational Related English.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—CVTE-C00339
Pub Date Jul 71
Note—275p.; PAES Collection; Developments at the Training Institute for Teachers of the Handicapped (Durant, Oklahoma, July 5-16, 1971)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—Answer Keys, Behavioral Objectives, Communication Skills, *English Instruction, *Grammar, Humanities, *Instructional Materials, *Integrated Curriculum, Interdisciplinary Approach, Learning Activities, Resource Materials, Secondary Grades, Self Concept, Student Testing, Teaching Procedures, Transparencies, Unit Plan, Vocabulary, *Vocational Education, Worksheets
Identifiers—Career Awareness, Self Awareness
This preliminary draft of instructional materials for an English curriculum offering vocational preparation focuses on grammar concepts, selected vocational English topics, and the use of resource materials. The unit plans contain general and specific behavioral objectives, student activities, and teaching procedures. Information sheets, student worksheets, tests, and answer keys are provided. Transparencies are given, as well as a sample vocabulary list. The appendixes include a wide range of sample unit plans, dealing mainly with spelling and punctuation. An extensive reference list for communication skills completes the materials, developed at a workshop funded by the Education Professions Development Act. (AG)

ED 065 666 VT 015 594
Vocational Development in Grades Seven, Eight and Nine. A Resource Guide Integrating Selected Vocational Development Concepts with Eight Areas of the Curriculum in Grades Seven, Eight and Nine.
Mid-Hudson Career Development and Information Center, Beacon, N. Y.; Mid-Hudson Industrial Association.; New York State Dept. of Labor, Albany. Div. of Employment.; New York State Education Dept., Albany.
Report No—CVTE-000546
Note—367p.; PAES Collection
EDRS Price MF-$0.65 HC-$13.16
Descriptors—*Career Education, Concept Teaching, Course Content, Curriculum Development, Curriculum Guides, English, Grade 7, Grade 8, Grade 9, Home Economics Education, Humanities, Industrial Arts, *Integrated Curriculum, *Junior High Schools, Mathematics, Occupational Guidance, Physical Education, *Resource Guides, Science Curriculum, Social Studies, Teaching Techniques, *Vocational Development
Identifiers—Career Awareness
Developed by representatives from state guidance, education, and employment, this resource guide was designed to facilitate the integration of career education concepts into the curriculum of junior high schools. Recognizing that career development is a life-long process, learning experiences to develop work concepts and attitudes are outlined for: (1) English, (2) mathematics, (3) physical and life sciences, (4) social studies, (5) art, (6) home economics, (7) industrial arts, and (8) physical education. Most of the activities are concerned with development of attitudes and skills associated with vocational awareness, and are designed for teachers who are concerned about, but not necessarily trained in, vocational learning-maturation. Activities emphasize work functions and worker trait components and exposure to relevant concepts, and should be adapted by the teacher and used with other related tools. In addition to identifying concepts to be taught, the guide also outlines content, teaching techniques, and resources. Included in the appendixes are data on classifying occupations. (JS)

ED 065 667 VT 015 651
Crawford, Fred L.
Career Planning for the Blind. A Manual for Students and Teachers.
Hadley School for the Blind, Winnetka, Ill.
Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.
Report No—CVTE-X00696
Pub Date 66
Note—197p.; PAES Collection

Available from—The Hadley School for the Blind, 700 Elm Street, Winnetka, Illinois 60093 (Print, Lg. Type, Braille, Records, $3.95)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Blind, *Career Education, *Career Planning, Course Content, Handicapped Students, Home Study, Instructional Materials, Job Placement, *Manuals, Occupational Information, Retirement, Study Guides, Textbooks, *Visually Handicapped, Vocational Counseling, Vocational Development, Vocational Rehabilitation, Workbooks

Written by the Administrator of Education and Professional Placement Sciences of the New York Association for the Blind (The Lighthouse), this manual was designed for use in a classroom situation, in a tutorial setting, or by a rehabilitation center as an informal training program. It also forms the basis for a correspondence study course as offered by the Hadley School for the Blind. Included in the manual is information on evaluating the labor market and the world of work and a presentation of methods and techniques for selecting a job. For those who lose their sight in adulthood, such chapters as the one on the effects of blindness in planning for employment can help in adjusting to the new environment of the blind. Other chapters deal with topics such as: (1) What Is a Career? (2) Factors That May Contribute to Individual Success, (3) Community Resources, (4) Measurement and Evaluation, (5) Self-Appraisal, (6) Should You Have Help in Getting a Job? (7) New Careers in Business or Self-Employment, and (8) Planning for Retirement. Also included is a Workbook for Career Planning. (Author/JS)

ED 065 668 VT 015 688
Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, Number 3.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—139p.
Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (Quarterly--One year-$11.00, Two years $18.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Abstracts, Agricultural Education, Business Education, Career Education, Clearinghouses, Distributive Education, Health Occupations Education, Home Economics Education, Indexes (Locaters, Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

This quarterly publication announces the availaility of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghose on Vocational and Technical Education. It should be of particular interest to teachers,curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Author, subject, and document number indexes provide entry to the abstracts. Most of the documents which have not been announced in "Research in Education" are available as a separate microfiche set from the ERIC Document Reproduction Service as ED 063 502. Others are available from the source identified in the abstract. (CD)

ED 065 669 VT 015 792
Jakubauskas, Edward B., Ed.
Proceedings of the Governor's Conference on Comprehensive Manpower Planning.
Spons Agency—Iowa Office for Planning and Programming, Des Moines.; Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.
Pub Date 72
Note—161p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Conference Reports, *Federal State Relationship, Governmental Structure, Government Role, Information Needs, Interagency Coordination, *Manpower Development, *Public Policy, *Statewide Planning

This conference was held to lay the groundwork for identifying the ingredients of state-level manpower planning. Some of the issues discussed were revenue sharing, planning needs and goals, government role, and coordination of agencies and services in a comprehensive plan. The organization and characteristics of a manpower plan were described. (BH)

ED 065 670 VT 015 827
Official Occupational Skills Program Handbook. Vocational-Technical Education. A Handbook for the Occupational Skills Program for Special Education Students.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Report No—Pub-TAC-72-4221
Pub Date 71
Note—168p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Behavioral Objectives, Bibliographies, Employment Opportunities, Guidelines, Handicapped Students, *Job Skills, Learning Activities, Manuals, Occupational Clusters, *Prevocational Education, Program Descriptions, Program Evaluation, Resource Materials, Secondary Grades, Services, Skill Development, *Special Education, *Teaching Guides, *Vocational Development
Identifiers—Beginning Competence, Career Awareness

This handbook, for use in a prevocational program providing special education students in high school with occupational skills, provides guidelines and teaching procedures for use in implementing a program at district or school level. An overall description of the program delineates roles and responsibilities of all program participants, and suggested occupational skills units provide learning activities for the handicapped, resource lists, and behavioral objectives for specific jobs within nine occupational clusters. For each of those jobs or groups of jobs, related subject areas and materials lists are correlated with specific occupational experiences. Program evaluation sheets, a vocabulary list, a bibliography, and generalizations for career education complete the handbook, developed by teachers, counselors, administrators, and representatives from organized labor. (AG)

ED 065 671 VT 015 836
World of Work. First Year Report, 1971-1972.
Mount Pleasant Public Schools, Mich.
Note—278p.
Available from—Mt. Pleasant Board of Education, Mt. Pleasant Public Schools, Mt. Pleasant, Michigan 48858 ($12.00)
Document Not Available from EDRS.
Descriptors—*Career Education, Curriculum Development, Educational Objectives, *Elementary Education, Humanities, Industry, Integrated Curriculum, Learning Activities, Marketing, *Occupational Clusters, *Pilot Projects, *Resource Guides, Resource Materials, Resource Units, Student Evaluation
Identifiers—Career Awareness

Prepared during the first year of a 3-year pilot program, this working draft of a resource guide represents efforts to develop and field test resource units for career education, Grades 1-6. The units, which include objectives and learning activities, are clustered as follows: (1) Distribution and Marketing, (2) Agriculture-Natural Resources, (3) Fine Arts and Humanities, (4) Communications and Media, (5) Construction, (6) Health, (7) Hospitality and Recreation, (8) Manufacturing, (9) Office and Business, (10) Transportation, (11) Environmental Control, (12) Public Service, and (13) Consumer and Homemaking. Also included are an integrated plan for the curriculum, a suggested plan for presenting the units to the various grades, and a sample unit outline. The material was written by a school principal and his inschool teachers, who worked to preserve the individuality of each unit plan so that each might serve as a springboard for other teachers. The more fully developed units contain bibliographies and evaluation guidelines. (CD)

ED 065 672 VT 015 850
Korb, August Wilfred
A Study of Selected Practices in the Use of Advisory Committees, Community Surveys, and Placement Services in Trade and Industrial Education Programs in Ohio.
Pub Date 72
Note—155p.; Ph.D. Dissertation, Ohio State University
Available from—University Microfilms, Inc., P. O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Advisory Committees, *Community Surveys, Doctoral Theses, *Employment Services, *Job Placement, Program Administration, Pupil Personnel Services, *Trade and Industrial Education, Vocational Education
Identifiers—Ohio

The purpose of the study was to investigate the extent school districts use: (1) vocational advisory committees, (2) community surveys, (3) school placement services, and (4) the relationship of these factors to selected outcomes and inputs of trade and industrial education programs in Ohio. Selected outcomes and inputs included: number of graduates placed in employment, occupational achievement test scores attained by seniors, degree of success graduates experience in meeting licensing requirements, percentage of teacher turnover, number of students desiring a trade and industrial education program, and the number of trade and industrial education program offerings in each school. Nine hypotheses were postulated, and a survey instrument developed and mailed to 165 teachers with a return of 78 percent. Major conclusions and recommendations included: (1) The relative activeness of an occupational advisory committee reflected the size of the budget apportioned for consumable supplies and the recency of community surveys, (2) The relative recency of community surveys reflected the size of the budget apportioned for consumable supplies and the success of graduates in obtaining employment, and (3) Well-defined, in-school, placement services were not in general use. (Author)

ED 065 673 VT 015 866
Snowden, Obed L. McMinn, J. H.
In-Service Development of Vocational Teachers for Competencies in Non-Farm Agricultural Occupations. Vocational Agriculture Special Project Report.
Mississippi State Univ., State College. Dept. of Agricultural Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 71
Note—91p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agribusiness, Course Content, Curriculum Development, Disadvantaged Groups, *Inservice Teacher Education, *Off Farm Agricultural Occupations, School Industry Relationship, *Summer Institutes, *Vocational Agriculture Teachers, *Work Experience Programs
Identifiers—Mississippi

In order to help vocational agriculture teachers develop competencies needed in giving instruction in off-farm agricultural occupations, 10 teachers were selected from Mississippi schools to help develop training programs, to conduct a home community survey, and to engage in a work experience program. After completion of their training, each participant initiated a program in his own school to train workers for agribusiness occupations. However, the placement of students in the training stations was not completely successful due to a lack of student interest and work scheduling problems. (JS)

ED 065 674 VT 015 880
Home Economics Occupations. An Exploratory Unit.
Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.
Pub Date 71
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Concept Teaching, Educational Objectives, Employment Qualifications, Home Economics Education, Instructional Materials, *Occupational Information, *Resource Units, Secondary Grades, Self Concept, *Teaching Guides, Teaching Techniques
Identifiers—*Career Exploration

Resulting from a series of workshops for local teachers held in April 1968, this resource unit provides guidelines for teachers who plan to explore the world of work in their programs. Developed for use in Grades 7-10, the unit out-

lines the teaching of six major concepts: (1) World of Work, (2) Self Concept of Work, (3) Personal Grooming and Health, (4) Requirements for Working, (5) Dual Role of Women, and (6) Home Economics Oriented Occupations. Also included are educational goals and concepts, learning experiences, and generalizations. Appended are a working vocabulary for the unit and sample student reaction forms. (JS)

ED 065 675 24 VT 015 923
Nafziger, Dean H. And Others
Applying an Occupational Classification to a National Representative Sample of Work Histories of Young Men and Women.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—R-132
Bureau No—BR-6-1610
Pub Date Jun 72
Grant—OEG-2-7-061610-0207
Note—78p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Classification, Longitudinal Studies, *Occupational Aspiration, *Occupational Choice, Occupational Guidance, *Work Experience, *Young Adults

Holland's occupational classification was used to analyze the work histories of a national representative sample of young men and women age 14-24. This study extended previous tests of the classification in three ways: (1) It was applied for the first time to a national, representative sample of women, (2) For the sample of men, 3-year longitudinal data of work histories rather than retrospective records were used, and (3) Analyses of occupational change and stability were performed by assigning scores to different occupational categories according to their psychological relatedness. The analyses supported the usefulness of the occupational classification for organizing the work histories of both young women and young men. When applied to the data, the classification reflected the lawful and regular patterns of job changes for both sexes. Efficient predictions were possible for forecasting the category of later jobs based on knowledge of a person's earlier job. There was significant agreement between the categories of a person's current occupation and vocational aspiration. (Author/BH)

ED 065 676 24 VT 015 934
Crouch, J. Page And Others
Graphic Arts Industry and Technology in the South Carolina Labor Market Region with Implications for Curriculum Development. Graphic Arts Inventory for Education. Final Report.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No—BR-1-D-027
Pub Date Apr 72
Grant—OEG-4-71-0064
Note—180p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Curriculum Development, Educational Needs, Employer Attitudes, *Graphic Arts, *Industry, *Job Training, Labor Market, Manpower Needs, *Needs, Statistical Analysis
Identifiers—South Carolina

The purpose of this study, concerned with the graphics arts industry, were to identify: (1) skills and technical knowledges needed by employees, (2) processes and types of equipment in use, (3) sources of labor, and (4) opinions of employers concerning personnel training. Data were obtained describing the industry in the Carolinas and Georgia by a postcard survey for general information and a long form for technical information. Fifty-nine company representatives were interviewed for opinions and desires in terms of manpower training. It was found that: (1) 52 percent of the companies employed fewer than 10 employees, (2) The greatest shortage of qualified workers was in the pressroom, followed by layout and design, composition and imposition, and reproduction photography, (3) The industry desired more post-high school formal trade training, and (4) School programs were desired in which students could obtain a broad range of experiences. Conclusions include: (1) Production employees should be prepared with a background in the overall reproductions processes, and (2) The disadvantages of production printing by school classes were numerous. (Author)

ED 065 677 VT 015 939
Vocational Development in the Elementary School. A Curriculum Resource Guide.
Mid-Hudson Career Development and Information Center, Beacon, N. Y.; Mid-Hudson Industrial Association.; New York State Education Dept., Albany.
Report No—CVTE-000545-X-CCEM
Pub Date 70
Note—183p.; PAES Collection
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Education, Conceptual Schemes, *Curriculum Guides, *Elementary Grades, Learning Activities, Occupational Choice, Occupational Information, Questioning Techniques, Resource Materials, *Social Sciences, Teaching Techniques, Visual Aids, *Vocational Development
Identifiers—Career Awareness

This resource guide for vocational development curriculums in the elementary grades provides subject content, concepts, teaching techniques, related concepts, and resources for occupational activities, focusing mainly on social studies. The program works from the principle that all young people will be entering the world of work; therefore all students are continuously exposed to community economic opportunities, good work habits and attitudes are encouraged, and community involvement in the curriculum is stimulated. Presented separately for the primary and intermediate grades in a five-column format, this chart for elementary school teachers covers five areas by means of questioning techniques: (1) philosophical, (2) sociological, (3) psychological-physiological, (4) economic, and (5) educational. Developed by a workshop of elementary school teachers, this curriculum supplement includes appendixes giving selected job titles, instructions for using the Dictionary of Occupational Titles, and a circle graph on job benefits. Space for the teacher's notes is provided. (AG)

ED 065 678 VT 015 982
Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 5, Number 3.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—300p.
Available from—Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (Quarterly--One year-$11.00, Two years-$18.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Abstracts, Clearinghouses, *Educational Research, *Indexes (Locaters), Industrial Arts, Information Dissemination, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized in ascending VT-number order, and cover such subject areas as: administration and supervision, employment and occupations, individuals with special needs, research design, development and utilization, and related research topics. Indexes provide the approach to the abstracts by (1) subject, (2) personal and institutional authors, and (3) document accession number, with a table showing ED numbers for documents available through the ERIC Document Reproduction Service. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service as ED 063 517. (CD)

ED 065 679 VT 016 000
Beasley, Gary Fred
An Assessment of an Instructional Unit for Preparing Users of the Educational Resources Information Center (ERIC) System.
Pub Date 72
Note—133p.; Ph.D. Dissertation, The Ohio State University
Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, Educational Objectives, Educational Programs, *Evaluation, Information Centers, Information Dissemination, *Information Retrieval, *Information Systems, Instruction, *Instructional Materials, *Resource Units, Training
Identifiers—*Educational Resources Information Center, ERIC

As a part of the development and evaluation of an instructional unit for preparing users of the ERIC system, this study's primary purpose was to assess the instructional outcomes achieved trough using a preliminary version of the instructional unit. The unit was used with 20 participants in a research utilization training program in Portland, Oregon in December 1971. A pretest/posttest measured gain scores of the instructional unit, while criterion referenced measures assessed the extent to which the participants achieved performance objectives of the individual modules of the unit. The models of the unit covered instruction on: (1) An Introduction to the ERIC System, (2) "Abstracts of Research" and "Abstracts of Instructional Materials in Vocational and Technical Education," (3) "Research in Education," (4) "Current Index to Journals in Education," and (5) "Thesaurus of ERIC Descriptors." Comparison of pretest and posttest scores revealed a significant gain at the .05 level. In addition, the participants achieved 31 of 42 performance standards for the individual modules, but considerable revision of the instructional unit is needed before national distribution is made. Conclusions and recommendations call for modifying the modular format to focus more on retrieval strategies, providing more hands-on experiences with the information retrieval indexes, and improving the visual aids. (Author)

ED 065 680 VT 016 042
Berkey, Arthur L. Drake, William E.
Using Task Data for Recruitment of Workers in Ornamental Horticulture: Report of a Field Test.
State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.
Spons Agency—New York State Dept. of Labor, Albany. Div. of Employment.
Pub Date Jun 72
Note—111p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Agribusiness, Check Lists, Data Analysis, Employer Attitudes, Evaluation, *Field Studies, Instrumentation, *Ornamental Horticulture, *Recruitment, *Task Analysis, Training Techniques

The field test of using task data for recruitment of horticulture workers is the final phase of a larger task analysis study of the ornamental horticulture industry in New York State. The field test is designed to obtain a realistic assessment of the potential of task checklists for recruitment, including: (1) employer acceptance attitudes toward the new method, and (2) the feasibility and efficiency of the method. All horticulture employers in all nine business areas in the three counties constituted the employer population for the test, which was run during the months of September and October of 1971. Specific conclusions include: (1) The task checklists are not a viable recruitment tool for use with the total horticulture industry at this time, (2) Employers perceive the task checklists to have potential for recruitment of horticulture workers, (3) The length of the checklist should be reduced, and (4) The checklists have potential for uses other than recruitment. Related documents are available as VT 016 114 and VT 016 170 in this issue. (GEB)

ED 065 681 VT 016 049
1971 Annual Evaluation Report on Vocational Education in Georgia.
Georgia State Advisory Council on Vocational Education, Atlanta.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—128p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Annual Reports, Data Sheets, Evaluation Criteria, *Evaluation Methods, Goal Orientation, Measurement Goals, *Program Evaluation, *State Programs, Visual Aids, Vocational Development, *Vocational Education

Identifiers—Georgia
This second annual color keyed evaluation report describes 17 State goals for vocational education, presents criterion questions for each goal, identifies quantitative evidence, analyzes data to measure the extent of attainment of the objectives, and develops recommendations. Written as an evaluation system for a State project to aid vocational education planning, goals were ranked by priority by State staff and local administrators of vocational education. Highest priority was given to insuring an adequate supply of competent teachers. Numerous tables, State maps, and circle graphs summarize the data. (AG)

ED 065 682 VT 016 055
Opportunities for Improving Federally Assisted Manpower Programs Identified As a Result of Review in the Atlanta, Georgia, Area. Report to the Congress.
Comptroller General of the U.S., Washington, D.C.
Report No—B-146879
Pub Date 7 Jan 72
Note—61p.
Available from—U.S. General Accounting Office, Room 6417, 441 G Street, N.W., Washington, D.C. 20548 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Adult Basic Education, Adult Vocational Education, Culturally Disadvantaged, *Federal Programs, Job Placement, *Manpower Development, *Metropolitan Areas, On the Job Training, Program Effectiveness, *Program Evaluation, Underemployed, *Unemployed, Vocational Counseling
Identifiers—*Atlanta
The combined impact of all federally assisted manpower programs in the Atlanta area was evaluated, with emphasis on outreach, eligibility, identification of needs and abilities, and screening for course assignment. In fiscal year 1970, training was provided for 10,300 persons and job placement for 5,600, although most of the estimated 70,000 poor in the Atlanta area received no direct manpower services. Outreach and screening activities generally were adequate, except for two programs which needed improved procedures for determining eligibility. Assessment of needs and abilities varied greatly between programs. Monitoring the coordination between Model Cities and the Concentrated Employment Program was recommended, along with consolidation of screening for all federal manpower programs within one metropolitan area. (BH)

ED 065 683 VT 016 086
Foerst, Helen V. Gareau, Florence E.
Planning for Nursing Needs and Resources.
Public Health Service (DHEW), Washington, D.C. Div. of Nursing.
Report No—DHEW-Pub-NIH-72-87
Pub Date Apr 72
Note—204p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1741-0026, $2.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Administrative Organization, Diagrams, *Educational Planning, *Educational Resources, *Manpower Needs, *Nursing, Reference Materials, Reports
To aid state and local manpower planning for nursing needs and resources, this guide presents basic principles and procedures essential to identifying needs and examining resources effectively. A wide range of resource and annotated reference lists present survey and study reports, background material, tools for planning, and a guide to statistical data. The general nature of the planning process, initiation of planning, building and strengthening the organizational structure, and assessing needs are discussed. Developing a plan of action, data collection, and assessing requirements for nursing manpower are covered. Diagrams present five organizational structures for planning. This guide was written by two nursing consultants and their director in manpower evaluation and planning. (AG)

ED 065 684 VT 016 097
McMillion, Martin B. Hoover, Norman K.
Alpha Tau Alpha Study, 1971. Agricultural Education Programs in the United States--Women Graduates, Student Teaching, Teaching Observation, and Subject Matter Specialization.
Minnesota Univ., St. Paul. Dept. of Agricultural Education.
Pub Date May 72
Note—22p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Education, *Classroom Observation Techniques, Curriculum, Data Analysis, *Specialization, *Student Teaching, Surveys, Teacher Education, *Womens Education, Working Women
This study was designed to investigate four topics concerning undergraduate agricultural education programs. These were: (1) women graduates in agricultural education, (2) length of student teaching, (3) use of pre-student teaching observation in schools, and (4) subject matter specialization. A survey form was submitted to representatives of all teacher education institutions in the United States that prepare teachers of vocational agriculture. Data were received from 68 of 83, or 82 percent, of the institutions. Specific findings include: (1) 49 women have graduated from agricultural education programs in the past few years, (2) The average length of student teaching was 9.4 weeks on a full-time basis, (3) 39 institutions required pre-student teaching observation in schools, and (4) Subject matter specializations were listed for agricultural production, ornamental horticulture, agricultural mechanics, agricultural supplies and service, agricultural resources, and agricultural products. (GEB)

ED 065 685 VT 016 113
Omvig, Clayton P. And Others
Vocational Interests of Disadvantaged Cooperative Occupational Experience Students.
Tennessee Research Coordinating Unit for Vocational Education, Knoxville.
Pub Date Jun 72
Note—84p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Analysis of Variance, Career Planning, *Cooperative Education, Data Analysis, *Disadvantaged Youth, Educational Opportunities, Information Utilization, Measurement Instruments, *Research Design, *Secondary Grades, *Vocational Interests
Identifiers—Career Awareness, Fayette County, Kentucky
This study was a two-dimensional research design to determine vocational interests of Grade 10 Fayette County students. In an experimental group of 42 Cooperative Occupational Experience (COE) students from four schools, only the Ohio Vocational Interest Survey (OVIS) was used to measure student vocational interests. In a control group of 39 non-COE students, three instruments were used to gather data. To determine the relationship between vocational interests and student variables, to analyze the effect on the COE classes by pre- and post-testing, and to examine to what extent available vocational courses matched student interests, data were summarized or analyzed statistically and presented in 43 tables. After discussion of the results, it was recommended that the OVIS be used to guide these service-oriented students, that career exploration be encouraged, and that student variables be studied further in relationship to vocational interests. Although the Lexington area offers adequate vocational preparation programs, high interest in some fields indicates possibilities for additional innovative training programs. (AG)

ED 065 686 VT 016 114
Berkey, Arthur L. And Others
A Model for Task Analysis in Agribusiness.
State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.
Spons Agency—New York State Dept. of Labor, Albany. Div. of Employment.
Pub Date Jun 72
Note—168p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Agribusiness, *Data Analysis, *Instrumentation, Interviews, Models, *Ornamental Horticulture, *Task Analysis
This report is one of three publications from the task analysis study of ornamental horticulture conducted at Cornell University. It was designed to develop a procedural model for task analysis in the area of agribusiness. The personal interview method was used to collect data from businesses within nine identified areas of ornamental horticulture. The testing of the task analysis model resulted in the development of a validated list of tasks for each of the nine business areas, and provided detailed data for each of the individual tasks. Related documents, based on this same study, are available as VT 016 042 and VT 016 170 in this issue. (GEB)

ED 065 687 VT 016 135
Granger, Kolene M.
Junior High Career Guidance Curriculum--Student-Centered Occupational Preparation and Exploration (SCOPE). Student Workbook.
Utah State Board of Education, Salt Lake City.
Pub Date Jun 72
Note—252p.
Available from—Utah State Board of Education, 1050 University Club Building, 136 East South Temple, Salt Lake City, Utah 84111 ($2.00)
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Career Education, Career Planning, Grade 7, Grade 8, Grade 9, Instructional Materials, *Junior High Schools, *Occupational Guidance, Occupational Information, Questioning Techniques, Resource Materials, Self Concept, Student Testing, Visual Aids, Vocabulary, *Vocational Development, *Workbooks, Worksheets
Identifiers—Career Awareness, Educational Awareness, Self Awareness
This tentative student workbook provides occupational guidance for students in Grades 7, 8, and 9 by means of nine units focusing on self appraisal, general educational and vocational awareness, and specific career and school planning. A wide variety of worksheets includes reading materials, tests, vocabulary lists, games, check lists, and resource materials. This manual, written by a teacher with the aid of guidance specialists, is correlated with a curriculum guide, available as VT 016 136 in this issue. (AG)

ED 065 688 VT 016 136
Granger, Kolene M.
Junior High Career Guidance Curriculum--Student-Centered Occupational Preparation and Exploration (SCOPE). Teacher Supplement.
Utah State Board of Education, Salt Lake City.
Pub Date Jun 72
Note—333p.
Available from—Utah State Board of Education, 1050 University Club Building, 136 East South Temple, Salt Lake City, Utah 84111 ($2.00)
EDRS Price MF-$0.65 HC-$13.16
Descriptors—Booklists, *Career Education, *Curriculum Guides, Developmental Programs, Educational Objectives, Grade 7, Grade 8, Grade 9, *Junior High Schools, Learning Activities, Lesson Plans, *Occupational Guidance, Occupational Information, Resource Materials, Self Concept, Student Centered Curriculum, *Vocational Development
Identifiers—Career Awareness, Educational Awareness, Self Awareness
This tentative curriculum guide for 9-week occupational guidance classes in Grades 7, 8, and 9 will provide counselors and teachers with lesson plans and resource materials in career education. Directions for use of the guide precede the nine units, which focus on self appraisal, general educational and vocational awareness, and specific career and school planning. For each developmental unit and lesson plan, unit and lesson objectives, prerequisites, materials lists, and learning activities are presented. The extensive appendixes include resource materials, guidance objectives, vocational development theories, an annotated booklist, and occupational information. This guide is correlated with a student workbook, available as VT 016 135 in this issue. (AG)

ED 065 689 VT 016 138
Hopkins, Charles O. And Others
Delphi: A Planning Tool.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. on Research, Planning, and Evaluation.
Pub Date Jan 72
Note—71p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Program Planning, *Research Tools, *State Programs, *Vocational Education
Identifiers—*Delphi Technique, Oklahoma
The Delphi Technique involves getting individuals' reactions by mail to specific questions or statements, combining these reactions and again asking these individuals to review and rank the findings until a priority ranking has been determined. The State Department of Vocational Technical Education used this technique with 103 persons at the state, local, and national levels to assist with the identification of factors to consider in determining the future role of vocational and technical education. The participants were asked to provide 10 possible endings to the following

statement: In order to plan vocational and technical education during the decade ahead, the State Department of Vocational and Technical Education should concentrate its resources and energies in the following area... Results of three rankings are presented in the hope that they can be used as input in the planning process. (Author/JS)

ED 065 690 VT 016 139
Reinhart, Bruce
A Comprehensive Career Education Model: A Bridge Between School and Work.
Pub Date 72
Note—17p.; Presentation to Southwide Research Coordinating Council (Clearwater, Fla., May 16, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, *Developmental Programs, *Educational Objectives, Glossaries, Integrated Curriculum, *Models, Occupational Clusters, Relevance (Education), Speeches
Identifiers—CCEM, Comprehensive Career Education Model
The Center for Vocational and Technical Education at Ohio State University is working on a major modification of the current education system, concentrating on the way in which youth move from school to work. Known as the school-based Comprehensive Career Education Model (CCEM), the project involves the engineering, testing, and installation in six school districts of an innovative educational system. During the preliminary months, two significant milestones were reached. First, career education was defined in terms of a detailed matrix or framework containing a grade-by-grade, cumulative summation of goals necessary to achieve career education. Second, curriculum treatment units were identified and modified to deliver a substantial portion of the project objectives. These units will be installed in the six pilot sites in September 1972. Also during this period steps were taken to: (1) identify occupational clusters for use with the career education model, (2) insure the external evolution of CCEM, and (3) conduct a national search for non-commercial materials. (JS)

ED 065 691 VT 016 141
Assessment of Operations and Management of Opportunities Industrialization Centers. Report to the Congress.
Comptroller General of the U.S., Washington, D.C.
Report No—B-146879
Pub Date 72
Note—105p.
Available from—U.S. General Accounting Office, Room 6417, 441 G Street, N.W., Washington, D.C. 20548 ($1.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Adult Basic Education, Adult Vocational Education, Employment Programs, *Federal Programs, Job Placement, *Manpower Development, Program Effectiveness, *Program Evaluation, Program Improvement, *Skill Centers, Underemployed, *Unemployed
Identifiers—OIC, *Opportunities Industrialization Center
Patterned after a model developed in Philadelphia in 1964 without Federal funds, the Opportunities Industrialization Center (OIC) program emphasizes minority group leadership and seeks to attract the unemployed and underemployed who ordinarily would not have been attracted to public manpower programs. The program basic education, skill training, and job placement assistance. The five OIC's reviewed have made measurable progress in enrollment, training, supportive services, job development, job placement, and community acceptance. However, efficient resource utilization requires improvement in operations and management. Specific areas for improvement are recruiting, counseling, training, job placement, followup, and evaluation. (BH)

ED 065 692 VT 016 143
Thomas, Hollie B. Jackson, Franklin D. R.
Attitudes of Suburban Chicago Teachers Toward Applied Biological and Agricultural Occupations Programs.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.
Pub Date Mar 72
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Occupations, *Biological Sciences, Data Analysis, Health Occupations, Industrial Education, *Metropolitan Areas, Office Occupations Education, School Surveys, Service Occupations, Suburban Schools, *Teacher Attitudes, Teacher Qualifications, Teaching Skills, *Vocational Education
Identifiers—Chicago
The attitudes of teachers in a metropolitan area toward starting programs in applied biological and agricultural occupations and other vocational areas were studied in order to establish a base line of attitudes with which program implementation must start. Specific objectives were to: (1) determine the attitude of teachers toward offering such programs, (2) ascertain to what degree the teachers are prepared to teach such courses, (3) determine the willingness of teachers to become competent in teaching the courses, and (4) determine the willingness of teachers to teach the courses. The sample population was drawn from the target population of all secondary schools in the city of Chicago and the contiguous suburbs. Date were collected through an opinionnaire which was distributed by officials within the schools. Of the 661 teachers who received an opinionnaire, 273 completed and returned the instrument. The attitude of the teachers was very favorable, approximately one-fourth of the respondents indicated that they would be willing to help establish such a program, and some felt that they were competent to teach in each of the various areas. A related report is available as VT 016 146 in this issue. (GEB)

ED 065 693 VT 016 144
Thomas, Hollie B Ammadi, M. Ali
Vocational Interest of Students in the Suburban Area of Chicago.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.
Pub Date Mar 72
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Occupations, Data Analysis, Occupational Tests, *Student Attitudes, *Suburban Youth, *Vocational Education, *Vocational Interests
Identifiers—Career Awareness, Chicago
A random sample of 60 ninth grade students from each of four schools in suburban areas of Chicago was obtained to ascertain student interest in vocational education, more specifically in applied biological and agricultural occupations, by means of a Career Interest Inventory. Mean item scores were obtained in order to make a comparison between scales on the Inventory. Interest in applied biographical and agricultural occupations compared favorably with industrial and health-oriented occupations. Implementation of a program in applied biological and agricultural occupations was deemed feasible because more than 10 percent of the students expressed interest in animal science, agribusiness, plant science, forestry, agricultural mechanics, and agricultural resources. Courses common to several areas should be developed, taking into account high interest in occupational areas involving forests, air, water, and recreation. Student interest in related business and office occupations was strong for most areas of specialization on the Inventory. Tables display the data. (AG)

ED 065 694 VT 016 145
Thomas, Hollie B. Neavill, Arthur
Employment Opportunities in Applied Biological and Agricultural Occupations in the Metropolitan Area of Chicago.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.
Pub Date Mar 72
Note—42p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Agribusiness, *Agricultural Education, *Agricultural Occupations, Agricultural Technicians, Animal Science, *Biological Sciences, *Employment Opportunities, Floriculture, Landscaping, Nurseries (Horticulture), Recreation, Tables (Data)
Identifiers—Arboriculture, Chicago, Small Engine Repair
Based on questionnaire data collected from a sample of employers, this phase of a larger research project ascertained employment opportunities in the area of applied biological and agricultural occupations in the metropolitan area of Chicago. Specific fields of business surveyed by stratified random sample were animal care, animal health care, arboriculture, floriculture, golf course related, landscaping, nursery and lawn care, small engine sales and service, and recreation. The data were analyzed by summing the number of job opportunities in each job title and projecting the data from the sample to estimate its total job opportunities in the population. A major conclusion of the study was that ample job opportunities exist in the Chicago area to merit the implementation of vocational programs in applied biological and agricultural occupations. (JS)

ED 065 695 VT 016 146
Thomas, Hollie B. And Others
Attitudes of Metropolitan Chicago Administrators Toward Applied Biological and Agricultural Occupations Programs.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.
Pub Date Mar 72
Note—51p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Administrator Attitudes, *Agricultural Occupations, *Biological Sciences, Data Analysis, Health Occupations, Industrial Education, *Metropolitan Areas, Office Occupations Education, Service Occupations, *Vocational Education
Identifiers—Chicago
The attitudes of administrators in a metropolitan area toward starting programs in applied and agricultural occupations and other vocational areas were studied in order to determine their willingness in promoting the programs. The sample consisted of 120 school administrators from the city of Chicago and contiguous suburbs. Data were collected using an opinionnaire consisting of 41 items with a 5-point scale provided for the response. Analyses were used to compare the attitudes of the suburban and city administrators toward the various areas of vocational education, and to determine the frequency with which the administrators responded to the various response categories for each item on the instrument. It was concluded that: (1) Schools in the area can be identified in which administrative staff are receptive to the development of vocational programs, (2) Administrators have a generally positive attitude toward the development of programs in agriculture, and (3) Additional information regarding applied biological and agricultural occupations should be supplied to the administrators. A related report is available as VT 016 143 in this issue. (GEB)

ED 065 696 VT 016 153
Brown, Betty Jean
The Qualities of an Effective Pre-vocational Business Education Teacher.
Spons Agency—Tennessee Research Coordinating Unit for Vocational Education, Knoxville.; Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
Report No—RS-7
Pub Date Jun 71
Note—33p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Business Education, Check Lists, *Effective Teaching, *Student Opinion, Supervisors, *Teacher Characteristics, *Teacher Evaluation, Teacher Rating
Identifiers—General Business
The primary purpose of this study was to determine the relationship between student and supervisor evaluations of the effectiveness of general business teachers. A secondary purpose was to identify qualities of effective general business teachers through the use of a performance specimen checklist and a rating scale. The population of the study consisted of 30 general business teachers in selected East Tennessee high schools, their immediate supervisors, and their general business students. Among the findings were: (1) There was no significant relationship between years of teaching experience and teaching effectiveness in general business as evaluated by students, (2) There was a significant

relationship between number of years of teaching experience and scores assigned by immediate supervisors of general business teachers, (3) There was no significant relationship between years of outside work experience and teaching effectiveness, (4) There was a significant relationship between student evaluations and immediate supervisor evaluations of teaching effectiveness, and (5) There are distinguishing characteristics that differentiate between effective and ineffective teachers. (Author/JS)

ED 065 697 VT 016 154

Reid, Richard Alma

Guidelines for Evaluation Activities Conducted by State Advisory Councils for Vocational and Technical Education.

Pub Date 72

Note—198p.; Ph.D. Dissertation, Ohio State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Advisory Committees, Doctoral Theses, *Evaluation, *Guidelines, *Interagency Cooperation, *Program Administration, Program Evaluation, State Boards of Education, Technical Education, Vocational Education

The purpose of this study was to develop guidelines to be used by state advisory councils in performing their evaluation role. The state director of vocational education, the state advisory council chairman, and the advisory council executive director in each of the 50 states, Puerto Rico, and the District of Columbia were asked to respond to mail questionnaires. Based on 85 percent response, guidelines were developed which included such issues as: (1) improving vocational education, (2) evaluating state plans, (3) checking for the implementation of vocational acts, (4) using advisory councils as independent evaluators, (5) developing council staffs knowledgeable in evaluation, (6) developing a formal evaluation plan by council, (7) establishing evaluation criteria, (8) providing opportunities for councils to discuss and exchange ideas on evaluation procedures, (9) utilizing council members' expertise, (10) developing and using an evaluation system, (11) securing contractual evaluation services, (12) utilizing related evaluation studies, (13) improving cooperative evaluation, (14) collecting data for evaluation, and (15) submitting recommendations which are measurable. (Author/JS)

ED 065 698 VT 016 155

Cummins, James E. Bender, Ralph E.

Agricultural Technician Education in Ohio, 1970-71. A Research Report of a Graduate Study. Research Series in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Spons Agency—Ohio Agricultural Research and Development Center, Wooster.

Pub Date Apr 72

Note—111p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Agricultural Technicians, Career Education, Data Analysis, *Employer Attitudes, Graduate Surveys, Questionnaires, *Student Characteristics, *Success Factors, *Technical Education, Vocational Agriculture, Vocational Development

Identifiers—Career Awareness, Economic Awareness, Ohio

To identify the characteristics of students in 12 tchnical agriculture programs in Ohio and to determine the association between selected student characteristics, their success in the program, and their later vocational success, data were gathered from school records of the 12 programs. Questionnaires were mailed to a sample of 420 first and second year students, 85 graduates, 58 dropouts, and 56 employers. Analysis of 562 usable responses revealed that: (1) The typical first year enrollee was 19.1 years of age, a high school graduate with a 104.4 intelligence quotient, who had achieved a 2.24 grade point average and ranked at the 46th percentile in his high school class, (2) Over 60 percent of the students worked during technical school, and the majority worked in agricultural jobs, (3) After 1 year, 20 percent of those completing the programs were in the military services, and 62 percent of the others were employed as agricultural technicians, and (4) After 1 year monthly salaries averaged $550. The report concluded that technical agriculture programs in Ohio are generally adequate and are valued by graduates and employers. Numerous tables present the data. (AG)

ED 065 699 VT 016 156

Oliver, J. Dale And Others

Vocational Education Evaluation Project.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Apr 72

Note—30p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Computer Oriented Programs, Cost Effectiveness, *Evaluation, *Information Systems, *Management Systems, Program Planning, State Programs, *Vocational Education

Identifiers—Virginia

Designed to aid decision-makers at the state and local levels, the Vocational Education Evaluation Project (VEEP) will: (1) develop a planning system which will include a computer-assisted system for gathering data on vocational education in Virginia, (2) develop a system to upgrade planning and evaluation in the classroom, (3) identify process and product variables and collect and analyze information on the effect of process variables on the product variables, and (4) develop a cost-effectiveness index which would supply information on the effectiveness of a vocational program for the resources expended on the program. At the state level, the management system will supply base data for planning and budgeting through a systematic procedure to collect, process, and reduce data. Information for local administrators will be made available by means of a program effectiveness component, a process-product component, and a cost effectiveness component. This project is scheduled to run through 1975. (JS)

ED 065 700 VT 016 157

Vocational Education in California 1970-71. Annual Descriptive Report.

California State Dept. of Education, Sacramento.

Pub Date 72

Note—46p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Annual Reports, Disadvantaged Youth, *Program Descriptions, Program Development, Special Programs, *State Programs, *Vocational Education, Youth Programs

Identifiers—*California

This annual descriptive report supplements the detailed official statistical and financial reports submitted to fulfill the requirement of a report for the fiscal year 1970-71, and to bring about increased understanding of the vocational program in the state. Information is presented about 36 specific areas under the four sections of: (1) program development, (2) regular programs, (3) special programs, and (4) vocational youth organizations. Another section discusses programs for the disadvantaged, while a sixth presents eight major program concerns that officials feel need attention. (GEB)

ED 065 701 VT 016 160

Hughes, Marija Matich

The Sexual Barrier; Legal and Economic Aspects of Employment.

Pub Date Nov 70

Note—43p.

Available from—Marija Matich Hughes, 2422 Fox Plaza, San Francisco, California 94102 ($5.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Bibliographies, Career Opportunities, *Civil Rights Legislation, *Employment Opportunities, Equal Opportunities (Jobs), Salary Differentials, *Sex Discrimination, *Working Women

This bibliography covers the laws and conditions governing the employment of women. Included are books, articles, pamphlets, and government publications dating from 1959. Topics covered include: (1) Legal Aspects, (2) Discrimination in Employment, (3) Difference in Pay, (4) Professional Opportunities, and (5) General. Two supplements are available as VT 016 161-016 162 in this issue. (BH)

ED 065 702 VT 016 161

Hughes, Marija Matich

The Sexual Barrier; Legal and Economic Aspects of Employment. Supplement 1.

Pub Date Apr 71

Note—40p.

Available from—Marija Matich Hughes, 2422 Fox Plaza, San Francisco, California 94102 ($3.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Career Opportunities, *Civil Rights Legislation, *Employment Opportunities, Equal Opportunities (Jobs), Salary Differentials, *Sex Discrimination, *Working Women

This annotated bibliography covers the laws and conditions governing the employment of women. Included are books, articles, pamphlets, and government publications published during 1970 and 1971. Topics covered include: (1) discrimination in hiring and promotion, (2) educational barriers, (3) legislative and judicial remedies, (4) general employment, and (5) foreign development. This supplement is part of a series available as VT 016 160-016 162 in this issue. (BH)

ED 065 703 VT 016 162

Hughes, Marija Matich

The Sexual Barrier; Legal and Economic Aspects of Employment. Supplement 2.

Pub Date Feb 72

Note—79p.

Available from—Marija Matich Hughes, 2242 Fox Plaza, San Francisco, California 94102 ($3.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Career Opportunities, *Civil Rights Legislation, *Employment Opportunities, Equal Opportunities (Jobs), Salary Differentials, *Sex Discrimination, *Working Women

This annotated bibliography covers the laws and conditions governing the employment of women. Included are books, pamphlets, articles, and government publications published during 1970 and 1971. Topics covered include: (1) bibliographies, (2) sexual myths, (3) educational barriers, (4) discrimination in hiring and promotion, (5) the economics of discrimination, (6) legal and educational remedies, (7) general employment, and (8) foreign developments. Earlier editions of this bibliography are available as VT 016 160-016 161 in this issue. (BH)

ED 065 704 VT 016 163

Lindeman, Richard H. And Others

The Educational and Career Exploration System: First Year Report of a County-Wide Field Trial and Evaluation.

Pub Date Apr 72

Note—21p.; Paper presented at The Annual Meeting of the American Educational Research Association (Chicago, Ill., April 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Career Choice, *Career Education, Computer Based Laboratories, *Developmental Programs, *Information Systems, *Occupational Information, Program Evaluation, Reports, Secondary School Students, Speeches, Systems Development, *Vocational Counseling

Identifiers—Career Exploration, ECES, Educational and Career Exploration System, Field Trial, Genesee County, Michigan

Developed by the Advanced Systems Development Division of International Business Machines (IBM) in consultation with two professors, the Educational and Career Exploration System (ECES) includes information on 400 occupations and 300 post-high school majors. Designed for the high school student and for use with a computer terminal, the system includes charts which summarize and compare information about the student and his explorations. To evaluate the program, data were gathered on an experimental group and a control group of 10th graders, and also from counselors and parents of the students. Analysis of the data revealed that: (1) While students tended to concentrate on occupations during their first sitting at the ECES terminal, they used their second sitting to explore both occupational and educational opportunities, (2) Parents of users were generally pleased with the effects of the system and stated that they were more in-

volved in the educational and vocational planning of their children than they had been previously, and (3) Counselors had positive reactions to the system and were optimistic about its effect on students. Despite these positive results, however, the anticipated gains in vocational maturity were not realized during this first year of the field test. (Author/JS)

ED 065 705 VT 016 164
Frederickson, H. George And Others
Discriminatory Hiring Practices. Occasional Paper 6.
Syracuse Univ., N.Y. Maxwell Graduate School of Citizenship and Public Affairs.
Spons Agency—New York State Education Dept., Albany. Bureau of Occupational Education Research.
Pub Date 17 Apr 72
Note—61p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Civil Rights Legislation, *Employment Practices, *Employment Qualifications, Labor Market, *Social Discrimination, Supreme Court Litigation
Hiring discrimination, or the use of information in employee selection which is invalid in its ability to predict satisfactory performance, results in the rejection of qualified applicants and the acceptance of unqualified applicants. The Supreme Court, in "Griggs v. Duke Power Company," ruled that applicants must be rated on the basis of skills related to job performance and not on the basis of general credentials such as a high school diploma. The development of valid tests for all social groups is expensive but essential to fair hiring practices. The cost might well be low compared to the present cost in wasted human resources. As an interim solution, enforcement agencies must be given sufficient staff and authority to investigate employers without waiting for complaints by employees. (Author/BH)

ED 065 706 VT 016 165
Byler, Bennie L. Hemp, Paul E.
A Study of Factors Associated with the Vocational Development of High School Agricultural Occupations Students.
Illinois Univ., Urbana. Div. of Agricultural Education.
Pub Date May 72
Note—81p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agricultural Education, *Agricultural Occupations, Farm Occupations, *Individual Differences, Occupations, Off Farm Agricultural Occupations, *Secondary School Students, Statistical Analysis, *Vocational Development
Among the most crucial problems facing young people today are decisions in the process of vocational development. This study was designed to determine if there are differences in certain aspects of vocational development among the groups of high school agriculture students who plan to enter on-farm agricultural occupations, those who plan to enter off-farm agricultural occupations, and those who plan to enter nonagricultural occupations. The population for this study consisted of all junior and senior students enrolled in secondary agricultural occupations programs in Illinois. Data were gathered using an instrument for personal, family, and community data related to the occupational and educational objectives of Illinois youth, Crites' Vocational Development Inventory, Super's Work Values Inventory, and Haller and Miller's Occupational Aspiration Scale. Forty-nine specific conclusions were drawn based upon the findings of the study, and the findings indicate that there are distinct differences in certain aspects of vocational development among high school agricultural occupations students. (GEB)

ED 065 707 VT 016 166
Opportunities for Improving the Institutional Manpower Training Program in South Carolina. Report to the Congress.
Comptroller General of the U.S., Washington, D.C.
Report No—B-146789
Pub Date 72
Note—55p.
Available from—U.S. General Accounting Office, Room 6417, 441 G Street, N.W., Washington, D.C. 20548 ($1.00)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Adult Vocational Education, *Culturally Disadvantaged, *Federal Programs, Manpower Development, Manpower Utilization, *Program Administration, Program Effectiveness, *Program Evaluation, Program Improvement, Skill Centers
Identifiers—*Manpower Development and Training Act Programs, MDTA Programs, South Carolina
This study was conducted to assess the results of institutional manpower training in South Carolina conducted under the Manpower Development and Training Act at two skills centers, at 10 state instructional centers, and at public and private facilities throughout the state. The study found that about 72 percent of 9,800 trainees graduated, and about 77 percent of the graduates were employed. Recommended improvements include: (1) periodic surveys of employment opportunities, (2) intensive job development and placement services, (3) improved followup services for graduates and dropouts, (4) implementation of adequate controls over equipment purchased with Federal funds, (5) development of an improved reporting system, and (6) procedures for followup on implementation of recommended changes. (BH)

ED 065 708 VT 016 170
Berkey, Arthur L. Drake, William E.
An Analysis of Tasks Performed in the Ornamental Horticulture Industry.
State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.
Spons Agency—New York State Dept. of Labor, Albany. Div. of Employment.
Pub Date Jun 72
Note—131p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Agribusiness, *Agricultural Supplies, *Floriculture, Greenhouses, Nurseries (Horticulture), *Ornamental Horticulture, Ornamental Horticulture Occupation, *Task Analysis
This publication is the result of a detailed task analysis study of the ornamental horticulture industry in New York State. Nine types of horticulture businesses identified were: (1) retail florists, (2) farm and garden supply store, (3) landscape services, (4) greenhouse production, (5) nursery production, (6) turf production, (7) arborist services, (8) wholesale florists, and (9) golf courses. Specific suggested uses of the task data in this publication include: (1) describing the nature and requirements of tasks to prospective employees who express an interest in horticulture, (2) assisting prospective employees to realistically assess their qualification for and interest in, the performance of horticulture tasks, (3) guiding worker recruitment from the employment service, and/or other sources based on tasks to be performed on the job, and (4) providing a direct basis for development of performance objectives. Task statements are provided for each of the nine areas. Related documents are available as VT 016 042 and VT 016 114 in this issue. (GEB)

ED 065 709 VT 016 171
Robertson, J. Marvin
An Evaluation System for State Advisory Councils of Vocational Education.
Note—47p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Advisory Committees, Annual Reports, Data Collection, *Evaluation Criteria, *Evaluation Needs, Feedback, Goal Orientation, Management Systems, *Measurement Goals, State Programs, Visual Aids, *Vocational Education
Based on an evaluation system developed by a university educator in vocational education and used in the 1971 report of the Georgia State Advisory Council for Vocational Education, this description of eight evaluation needs for vocational education presents five directional goals, six goals for various educational levels, and six goals for supportive activities. As part of a management system, evaluation is involved in establishing, implementing, and assessing goals. Provision of criterion questions with quantitative measures for each goal is suggested, and feedback from state staff and local administrators in vocational education is required. Procedures for data collection and utilization are described. Diagrams and tables present the data, and a bibliography is included. (AG)

ED 065 710 VT 016 187
Omvig, Clayton P. Thomas, Edward G.
Development and Demonstration of the Simulated Model Office. Interim Evaluative Report.
Kentucky Research Coordinating Unit, Lexington.
Pub Date Jun 72
Note—41p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Business Education, *Feasibility Studies, Office Occupations Education, *Office Practice, *Program Development, *Simulation, Tables (Data), Teaching Methods, Typewriting
Identifiers—*Model Office
The simulated model office idea is to create, within a school, a unit which is as much like a real-life business as possible. To test the feasibility of incorporating this concept into high school business programs, a comparison was made between an experimental group of office simulation students and a control group of cooperative office practice students, students from a 1-hour office practice class and students from a 2-hour office practice class. Using a pretest-posttest design, data were collected by means of typing tests, attitude scales, filing tests, and tests covering other aspects of office work. At the time this interim report was written, no substantial conclusions could be drawn as to which approach to office education is best. It was recommended that future studies should be conducted, using larger sample sizes, more variables, better instruments, and the analysis of covariance technique. Based on the limited evaluation data available, the model office appears to be a viable approach to synthesizing a student's knowledges and skills prior to actual employment. (JS)

ED 065 711 VT 016 188
Action Goals for the Seventies. An Agenda for Illinois Education.
Illinois State Office of the Superintendent of Public Instruction, Springfield.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 72
Note—118p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Boards of Education, Curriculum, Educational Administration, Educational Finance, *Educational Objectives, Educational Opportunities, Governance, *Program Planning, Pupil Personnel Services, School Organization, *State Action, State Departments of Education, *State Programs, Teacher Certification
Identifiers—Illinois
Six regional Illinois public hearings, involving Illinois educators, students, parents, and community organizations, were held during the summer of 1971, and resulted in a wealth of information and testimony about Illinois education. Subsequently, a draft document specifying priority goals for state education was compiled and circulated to participants in a followup conference, during which 42 workshop sessions developed final recommendations for substantive and procedural goals. After further refinement, this report was produced, which includes (1) a statement of substantive goals specifying the desired eventual results of education, and (2) a statement of action objectives, summarizing in detail specific actions, who must undertake them, and the deadline for their achievement. (CD)

ED 065 712 VT 016 189
Worthington, Robert M.
Development of Model Career Education Programs Under Part C and Part D of the Vocational Education Amendments of 1968.
Pub Date 15 Jun 72
Note—15p.; Presentation at the Commissioner's Conference for Chief State School Officers (Washington, D.C., June 15, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Education, Developmental Programs, Federal Programs, Occupational Guidance, *Program Descriptions, *Research Coordinating Units, *Speeches, *State Federal Support, State Programs, Student Development, Vocational Development, Vocational Education
Every student in the Watertown, South Dakota School District is involved in a comprehensive career education program which was locally designed and implemented with technical and

financial assistance from State and federal sources. The program is designed to help students become aware of and prepared for the world of work. The emphasis of career awareness and career exploration at the elementary school and junior high school levels is on individual development rather than career selection. Senior high school students focus on one or more career clusters and specific decision-making situations. Guidance and counseling services are provided as students develop career goals. Similar programs are being developed in Riverton; Wyoming; Cobb County, Georgia; Norwalk, Connecticut; Mobile, Alabama and other places across the nation. Many are in their second year of operation while others are still in the developmental stage. Federal monies have been used to support these plus other programs including the school-based model effort being administered from the Ohio State University. Research Coordinating Units are playing a significant role in the development of programs within individual states. (Author/GEB)

ED 065 713 VT 016 190
Brawley, Edward Allan
Training Preprofessional Mental Health Workers: Report of a Pilot Project.
Philadelphia Community Coll., Pa.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md. Div. of Manpower and Training Programs.
Pub Date Jul 71
Note—115p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Associate Degrees, Career Opportunities, Community Colleges, Culturally Disadvantaged, *Educational Programs, Human Services, Manpower Needs, Manpower Utilization, *Mental Health, *Pilot Projects, Program Descriptions, Program Evaluation, *Subprofessionals
Identifiers—Pennsylvania
To provide a new source of manpower for Pennsylvania mental health facilities, a pilot associate degree program for the training of middle-level mental health workers was instituted at the Community College of Philadelphia. Specific objectives were: (1) to test the program's feasibility, (2) to identify skills and attributes required of an effective mental health worker, (3) to evaluate and revise curriculum, (4) to evaluate program graduates, and (5) to provide career opportunities for low-income urban residents. A curriculum was designed which would also provide career opportunities for previously employed aides and assistants and permit graduates to continue beyond the associate degree level. Included were general education courses, behavioral science courses, specialized mental health courses, and a practicum in mental health work. Evaluation of the program indicates that the objectives were attained, and graduates were quite successful in further education and employment. (BH)

ED 065 714 VT 016 191
Smith, Lewis H.
Economic, Demographic, and Sociological Factors Influencing the Geographic Mobility of Young Workers.
Mississippi Univ., University. Center for Manpower Studies.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No—UMISS-MPR-72-01
Pub Date Apr 72
Note—40p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Demography, Geographic Distribution, *Labor Force, *Migration Patterns, Mobility, Relocation, *Socioeconomic Influences, Technological Advancement, *Young Adults
Geographic mobility of the labor force is an adjustment mechanism essential to the maintenance of a growing economy which is undergoing technological change and a rising educational level. This study analyzes the factors which influence mobility decisions to determine whether these choices are made on the basis of rational economic motives. To hold constant the effects of age and education in mobility, both of which are already known, the study uses a sample of noncollegiate Tennessee high school graduates between the ages of 18 and 26. The data indicate that noneconomic variables such as family ties act to reduce mobility, but once the economic variables become strong enough to overcome sociological influences, mobility results. This supports the hypothesis that a large degree of economic rationality underlies individual mobility decisions. (BH)

ED 065 715 VT 016 193
Anderson, Ronald D. And Others
An Analysis and Interpretation of Tasks and Competencies Required of Personnel Conducting Exemplary Research and Research-Related Activities in Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 71
Grant—OEG-0-71-0617(520)
Note—68p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Ability Identification, Diffusion, *Educational Development, Educational Research, *Educational Researchers, Evaluation, Evaluation Methods, Factor Analysis, Interviews, *Task Analysis
Identifiers—*Competency Factors
There is a void in existing knowledge concerning specific tasks performed by researchers, developers, diffusers, and evaluators and the specific competencies required of them in performing educational research and research-related tasks. The work reported in this document is the analysis and interpretation of data obtained in interviews as outlined in a University task force technical paper. Specific objectives were to identify and delineate, in part empirically: (1) functions (roles) that are required of research and research-related personnel, (2) specific tasks that are required in the performance of each function identified, and (3) competencies (skills and knowledge) necessary to perform each task identified. Factor analysis was used to isolate 12 task factors, factor analysis and additional empirical-logical procedures were used to identify seven competency factors, and relationships between task factors and competency factors were identified. (GEB)

ED 065 716 VT 016 194
A HUD Handbook. Urban Intern Training.
Department of Housing and Urban Development, Washington, D.C.
Report No—N-410-3
Pub Date Nov 70
Note—23p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Community Development, *Federal Programs, *Housing, *Internship Programs, *Program Guides, Urban Areas, *Urban Renewal Agencies
Identifiers—Urban Internship Program
The Urban Internship Program has been established to recruit and train above average graduate and undergraduate students to fill program leadership positions in the Department of Housing and Urban Development (HUD). The program provides orientation to major HUD programs to integrate the intern into the work force quickly and effectively and accelerate his professional development. This guide describes the training process, trainee selection, sponsor selection and function, training committees, and trainee responsibilities. Training plan and evaluation forms are appended. (BH)

ED 065 717 VT 016 195
Cameron, Walter A.
Project INFOE (Information Needed for Occupational Entry). Final Report, Phase I.
Tennessee Occupational Research and Development Coordinating Unit, Knoxville.; Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
Pub Date Jun 72
Note—70p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Career Choice, *Career Education, Counselor Training, Decision Making, *Information Needs, Microfiche, Occupational Guidance, *Occupational Information, Secondary Grades, *Vocational Counseling
Identifiers—Career Awareness, Tennessee
The Information Needed for Occupational Entry (INFOE) Project incorporated the use of microfilm aperture cards to help students acquire information about local employment opportunities and qualifications for various occupations. To assess the impact of Project INFOE in pilot schools within the state of Tennessee, information was obtained from students and counselors concerning the INFOE materials. This data revealed that counselors generally felt the need for more information on professional type careers. Also, a few counselors expressed a desire for INFOE cards with general information on job interviews and how to select a career. Student opinions regarding the INFOE materials were gathered by means of a pretest-posttest design. Seventy of the 164 students responding indicated that INFOE materials helped them select a vocational education course. A major recommendation of the study is that the deck of job titles should be disseminated to any school in the state that will make effective use of them. (JS)

ED 065 718 VT 016 197
Walter, Todd
Urban and Community Development Technology: A Paraprofessional Pilot Training Program.
South Carolina State Planning and Grants Div., Columbia.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.
Pub Date Jun 71
Note—222p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-205 557, MF $.95; See Catalog for hardcopy price)
Document Not Available from EDRS.
Descriptors—City Planning, *Community Development, Course Descriptions, Curriculum Guides, *Educational Programs, *Government Employees, *Local Government, Pilot Projects, *Subprofessionals, Urban Areas
Identifiers—South Carolina
A pilot paraprofessional training program in urban and community development for local government technicians was taught by Midlands Technical Education Center for 1 quarter, with 6 weeks of concentrated academic instruction and 6 weeks internship. The academic and internship phases of the pilot program are described and summarized. The program was designed with the idea of being a 'transferrable educational package' applicable to other institutions. Exhibits of Midlands Technical Education Center are shown, including a course description, syllabus, and evaluation reports. Employers evaluated the program and their interns, and interns likewise summarized their experiences. The appendix includes a comprehensive planning check-list, course descriptions, a copy of the agreement establishing the Central Midlands Planning Council, selections in the geography of planning, a zoning ordinance, excerpts from the contract and a bibliography. (Author)

ED 065 719 VT 016 198
Program of Instruction for Highway Collision Investigation Training Program.
Cornell Aeronautical Lab., Inc., Buffalo, N. Y.
Spons Agency—Department of Transportation, Washington, D.C. National Highway Safety Bureau.
Report No—DOT-HS-800-603
Pub Date Jul 71
Note—119p.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-205 032, MF $0.95; See Catalog for hardcopy price)
Document Not Available from EDRS.
Descriptors—Curriculum Guides, Institutes (Training Programs), *Instructional Materials, *Investigations, *Job Training, Motor Vehicles, Program Descriptions, Reports, Simulation, *Teaching Guides, *Traffic Accidents, Vehicular Traffic
This program of instruction, reviewed and accepted by the National Highway Traffic Safety Administration, was prepared for Multidisciplinary Accident Investigation teams and others. It is intended to provide background information, a working knowledge of all of the pertinent factors, investigative techniques, tools, data requirements, and field practice to enable them to properly conduct an in-depth field investigation of a traffic accident. Also, it will help them to reconstruct the accident from data collected, draw conclusions and recommendations from the results of the investigation, and to properly prepare a written report of the completed case. The course is designed for 108 hours, or 3 weeks. Major areas of instruction include lectures and practice in vehicle examination and evaluation, on-scene investigation of highway factors, tire and other pavement markings, speed estimates, brake tests, structured and semi-structured interviews, ac-

cident reconstruction, and report preparation. (Author)

ED 065 720 VT 016 199
Educational Advancement and Manpower Development for Wage Earners.
Spons Agency—Department of Labor, Washington, D.C.
Pub Date Jun 71
Note—148p.
Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-205 851, MF $.95; See catalog for hardcopy price)
Document Not Available from EDRS.
Descriptors—Improvement Programs, *Manpower Development, Motivation, *Unskilled Workers, *Vocational Counseling, *Vocational Development
Identifiers—New Jersey
The report describes a 2-year project that tested new approaches to helping workers better their lives and promote their careers by advancing their education. Through the cooperative efforts of industrial management and labor unions in Middlesex County in New Jersey, the New Jersey Department of Labor and Industry, with the assistance of the Labor Education Center of Rutgers University, explored ways of advising and encouraging wage earners to make use of available educational and training resources to advance to higher skilled and better paying jobs. (Author)

ED 065 721 VT 016 209
Figurski, Arthur J.
Industrial Arts and Environmental Education. A Resource Guide.
State Univ. of New York, Oswego. Dept. of Industrial Arts and Technology.
Spons Agency—New York State Education Dept., Albany.
Pub Date Aug 71
Note—121p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—*Career Education, Concept Teaching, Curriculum Development, *Environmental Education, Government Role, *Industrial Arts, *Integrated Curriculum, Natural Resources, Pollution, *Resource Guides, Resource Materials, School Industry Relationship, Secondary Education
Identifiers—Attitudes Appreciation, Education Professions Development Act, EPDA
Prepared as a result of the author's concern for the role of industrial arts, and in conjunction with the Oswego Industrial Arts Technology Staff Development Program, this resource guide should help the industrial arts teacher integrate environmental education concepts into existing curriculum. It seeks to increase the teacher's awareness of some of the industrial and technological aspects of environmental problems, practices, and policies. The role of the industrial arts teacher is seen as an educational manager, directing and cultivating the perceptions of students toward environmental topics. Major sections of the guide are: (1) Introduction, (2) Perspective on Pollution, (3) The Role of Industry, (4) The Role of Government, (5) Direction: Industrial Arts and Environmental Education, and (6) Resources. Included as appendixes are: (1) an Environmental Glossary, (2) The National Association of Manufacturers Environmental Quality Committee, (3) Additional Companies With Environmental Answers, and (4) A Selected Reading List. (Author/JS)

ED 065 722 VT 016 229
Brown, Duane And Others
A Career Development Guide for West Virginia Teachers.
West Virginia Univ., Morgantown. Dept. of Counseling and Guidance.
Spons Agency—Office of Education (DHEW), Washington, D.C.; West Virginia State Dept. of Education, Charleston.
Note—175p.
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Activity Learning, Bibliographies, Career Choice, *Career Education, *Curriculum Guides, Educational Objectives, Educational Philosophy, *Instructional Materials, *Occupational Guidance, Placement, Resource Materials, *Vocational Development
Identifiers—Career Awareness, Self Awareness, West Virginia
This guide was designed for teachers to use in incorporating career development into their curriculum. The first major section discusses some antiquated ideas that have been held about the development process, provides a rationale for the program presented, and lists several references. The second section contains a discussion of the world of work, including the transition from school to work, conceptualized work, and expected trends. The third major section outlines a curriculum guide for career development programs. General objectives and implementation techniques are presented as are suggested activities and resources for grades K-12. An extensive list of materials and sources of information about career development and suggestions for establishing a placement service are appended. (GEB)

ED 065 723 VT 016 233
Advisory Council Member.
Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.
Report No—Bull-29-672
Note—18p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Advisory Committees, *Career Education, *Educational Programs, Public Relations, Vocational Education
Intended for members of advisory committees for career education programs, this publication briefly discusses the importance of advisory committees and defines and describes types of advisory committees, including a discussion of the purpose, term of membership, and assistance individual members can provide. The publication also contains a checklist of activities an advisory committee could perform, responsibilities of the school representative and committee chairman, and sample listing of activities carried out by various advisory committees. (SB)

ED 065 724 VT 016 235
Agricultural Service Jobs. World of Work.
Wisconsin State Employment Service, Milwaukee. Occupational Analysis Field Center.
Report No—Ser-1150-2-71-WSES-3174
Pub Date [71]
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Agribusiness, Agricultural Education, *Agricultural Occupations, Agricultural Production, *Agricultural Technicians, *Career Choice, *Occupational Information, Producer Services, Service Occupations
Identifiers—Career Awareness
To aid in selection and placement of people for vocations in agribusiness, this brochure presents occupational information about a wide variety of service-oriented jobs, including artificial breeding, conservation, marketing, and veterinary medicine. Collected and reported by a research analyst, the materials focus on services related to Midwestern agricultural production. A job index relates titles used in this pamphlet to those used in the Dictionary of Occupational Titles. Photographs illustrate the text. (AG)

ED 065 725 VT 016 248
Perry, Sarah B.
Publications of the Bureau of Labor Statistics (July-December 1971).
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No—LAB-446
Pub Date 71
Note—54p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Annotated Bibliographies, Collective Bargaining, *Employment, Equal Opportunities (Jobs), *Federal Government, *Government Publications, *Labor Market, Manpower Needs, Productivity, Unemployment, Wages
Identifiers—BLS, *Bureau of Labor Statistics
This bibliography provides annotated listings of the publications of the Bureau of Labor Statistics and its 10 regional offices. Publications are organized into 37 subject areas covering various aspects of employment and the labor market. Instructions are provided for obtaining publications, including out-of-print documents available through the National Technical Information Service. (BH)

ED 065 726 VT 016 260
McPheeters, Harold L. King, James B.
Plans for Teaching Mental Health Workers. Community College Curriculum Objectives.
Southern Regional Education Board, Atlanta, Ga.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date Feb 71
Note—82p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Community Colleges, *Curriculum Development, *Health Occupations Education, Health Personnel, Job Placement, *Mental Health Programs, Post Secondary Education, Program Planning, *Vocational Education
Identifiers—Career Awareness, Educational Awareness
To assist community colleges in the South in developing curriculums, planning programs, and recruiting and evaluating students for mental health training, and to work with mental health agencies in job placement for graduates, a 5-year project was conducted under a grant from the Natonal Institute of Mental Health. Using a developmental approach in preference to a job factoring approach to produce mental health "-generalists" instead of specialists, a program will be implemented by developing and achieving curricular objectives. A discussion of these goals includes a definition of basic competencies, i.e. levels of proficiency necessary in knowledge, skills, attitudes, and values; suggestions for obtaining this "core of competence"; and problems encountered which still must be resolved. Innovative techniques used in community college mental health training programs in the South are described, stressing student self-awareness and involvement in "real-life" activities. Job placement, in addition to worker preparation, is not to be neglected. (AG)

ED 065 727 VT 016 261
Dumas, Neil S. Muthard, John E.
A Methodology for Optimizing the Training and Utilization of Physical Therapy Personnel.
Florida Univ., Gainesville. Regional Rehabilitation Research Inst.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No—Rehab-Res-Monog-4
Pub Date 70
Note—66p.
Available from—Regional Rehabilitation Research Institute, Box 208, Health Center, University of Florida, Gainesville, Florida 32601
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Educational Needs, *Job Analysis, *Manpower Utilization, Methodology, Occupational Information, *Physical Therapists, Physical Therapy, *Physical Therapy Aides
A method for analyzing the work in a department of physical therapy was devised and applied in a teaching hospital. Physical therapists, trained as observer-investigators, helped refine the coding system and were able to reliably record job behavior in the physical therapy department. The nature of the therapist's and aide's job was described and implications for physical therapy practice and academic preparation drawn. Therapists' judgments provided a basis for describing tasks which might readily be incorporated into the work of a trained physical therapy assistant. (Author)

ED 065 728 VT 016 264
Petrich, Beatrice And Others
Assessment of Felt Needs for Preparation in "Life Skills" of Graduates of Diploma and Associate Degree Programs in the Wisconsin Vocational, Technical, and Adult Education System.
Wisconsin Univ., Madison. Dept. of Home Economics Education and Extension.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Report No—P-144-C691
Pub Date 72
Note—100p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Graduates, *Graduate Surveys, Individual Development, *Individual Needs, Need Gratification, Personal Values, Post Secondary Education, *Role Perception, Self Actualization, Skill Development, *Skills, Technical Education, *Vocational Schools
Although followup studies of vocational students have reported employment success of graduates, there has been little evidence presented regarding graduates' success in other aspects of life. The purpose of this study was to identify the life skills, or skills necessary for a worthwhile life,

which young vocational graduates consider to be needs. An inventory of life skills was developed and administered to a sample of graduates of 1- and 2-year diploma and associate degree programs in Wisconsin vocational-technical schools. Emphasizing that examination of student satisfaction is a beginning point rather than the ultimate goal of curriculum, and that several interpretations of the findings are possible the study identified potential implications of the results. Recommendations were made for future applications of the inventory. (BH)

ED 065 729 VT 016 266

Ohio's Career Continuum Program. Career Exploration Program, Grades 9-10 for the Individual, School and Community, and Career Choices. A Workshop Report.

Cincinnati Univ., Ohio.; Kent State Univ., Ohio.; Toledo Univ., Ohio.

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date Dec 71

Note—380p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors—Career Choice, *Career Education, Curriculum Guides, *Developmental Programs, Grade 9, Grade 10, Learning Activities, Program Descriptions, *Program Planning, *Research Projects, *Student Centered Curriculum, Vocational Development

Identifiers—Career Awareness

To develop an information system and model sampling for administrators of developmental career exploration programs in Grades 9 and 10, a series of summer workshops directed teachers, coordinators, and administrators to develop this curriculum guide for a student centered career education curriculum providing "hands-on" experiences. This preliminary project report describes a theoretical framework for career exploration, focusing on ten occupational clusters and six personal developmental areas. Developmental and behavioral objectives are correlated with student activities, while program objectives and methods of program implementation are detailed. Procedures for simulation activities in a variety of occupations are given, and a bibliography is included. Recommendations and implications of the workshops are presented, as well as a rationale for the career education continuum. A related document for Grades 7 and 8 is available as VT 016 019 (RIE, October 1972) and Grades K-6 as Ed 062 565. (AG)

ED 065 730 VT 016 274

Report of AVA Task Force on Career Education.

Spons Agency—American Vocational Association, Washington, D.C.

Note—50p.; Presentations at the Annual American Vocational Association Convention (65th, December 3-8, 1971)

Available from—Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 ($3.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Education, *Educational Administration, *Educational Finance, Educational Objectives, *Fundamental Concepts, Institutional Role

Identifiers—American Vocational Association, AVA, *Position Papers, Program Implementation

The American Vocational Education (AVA) Task Force on Career Education met to formulate a recommended position for AVA on career education. Papers were presented, and six study groups made recommendations regarding the position that AVA should take on concepts and issues. Study group recommendations covered leadership, financing, the role of vocational education, and the role of AVA in communications. Presentations included in this report are: (1) "AVA Position - A Time for Implementation," by Rupert Evans, (2) "Concepts in Career Education," by Gordon Swanson, and (3) "What Are the Issues in Career Education and How Shall They Be Resolved Through AVA?" by Kenneth Hoyt, Carl Lamar, and Garth Mangum. (BH)

ED 065 731 VT 016 283

Instructional Materials in Manufacturing for Junior High School Industrial Arts. Final Report and Parts I-IV.

Ohio State Univ., Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—580p.; Report of NDEA Institute for Advanced Study in Industrial Arts (Columbus, Ohio, Summer 1967)

EDRS Price MF-$0.65 HC-$19.74

Descriptors—Curriculum Guides, *Industrial Arts, Institutes (Training Programs), *Instructional Materials, *Junior High Schools, *Manufacturing, *Program Evaluation

Identifiers—National Defense Education Act Title XI Institute, NDEA Title XI Institute

This Title XI Institute was designed and conducted to introduce the participants to inquiry and invention taking place in industrial arts curriculum across the United States. The institute participated in the inquiry stage through advanced study of manufacturing technology and industrial arts curriculum, and in the invention stage through the development of sample instructional materials based on this advanced study. This document provides an evaluation of the several facets of this institute plus the four volumes of instructional material developed. The sample instructional materials were designed so that participants could place into operation a program that would improve their industrial arts offerings. (GEB)

ED 065 732 VT 016 360

Haines, Peter G. Hyslop, David

A Reference Bibliography for General Work Experience and Cooperative Occupational Plans of Instruction.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Note—43p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, *Career Education, *Cooperative Education, Education, *Inservice Education, Reference Materials, *Work Experience Programs

Identifiers—Career Awareness

This bibliography of reference materials on cooperative education and general work experience programs will prove useful to teachers, coordinators, and administrators in inservice courses and to graduate students who seek in-depth information. The references include unpublished state bulletins, research reports, and items in the ERIC retrieval system, in addition to sources available through library collections of periodicals. Covering several decades in its scope, the bibliography lists items by the functions of operational school practice. Funds for compiling the references were provided by two professors, and printing costs were underwritten by a state Vocational Teacher Education Project. (AG)

ED 065 733 VT 016 481

Worthington, Robert M.

The Implications of Career Education for Adult Education in the United States.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—23p.; Presentation at the UNESCO International Conference on Adult Education (3rd, Tokyo, Japan, July 25-August 7, 1972)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Development, *Adult Education, *Career Education, Career Planning, Educational Programs, Integrated Curriculum, *Models, Speeches, *Vocational Development

Career education is based on the idea that all educational experiences, curriculum, instruction, and counseling should be geared to preparing each jndividual for a life of economic independence, personal fulfillment, and an appreciation for the dignity of work. It is a lifelong systematic way of acquainting students with the world of work in their elementary and junior high school years and preparing them in high school and college to enter into and advance in a career field of their own choosing. For adults it is a way to reenter formal or informal educational programs at any time to upgrade skills or to enter a new career field. Career education consists of five educational levels, beginning in the elementary years with an emphasis on awareness, and proceeding through exploration in the intermediate years, specialized job training and occupational preparation in the secondary and postsecondary years, and continuing personal development and enrichment in the adult years. Currently four models are being utilized by high schools, colleges, employers, and others to adapt the career education concept to their particular needs. These include the school-based, employer-based, rural-residential, and home-community models. (SB)

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Perspectives of Adult Education in the United States and a Projection for the Future.

Bureau of Adult, Vocational , and Technical Education (DHEW/OE), Washington, D.C.

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Descriptors—*Adult Education, Adult Students, *Career Education, Change Agents, Comparative Statistics, Continuous Learning, Economic Factors, Educational Administration, Educational History, *Educational Innovation, Educational Needs, Educational Technology, *Government Role, Industrial Education, Manpower Development, School Industry Relationship, Student Characteristics, *Vocational Development

During the past decade of adult education, the concepts of career education and lifetime learning have increased in importance. Federal involvement in adult education has increased without a conscious sense of direction, and will undoubtedly continue to increase, leading to greater political pressures on administrators. On the other hand, the increasing number of Federal agencies involved in the areas of education and social welfare has brought the Federal Government closer to local communities than at any time in the past. Adult education needs more career-oriented personnel in order to help achieve the goal of increasing educational opportunities for all population groups. With continued progress, only about a sixth of the employed persons by 1975 will have received less than 8 years of schooling. As the characteristics of the labor force change, career education becomes even more significant; therefore the Federal Government has placed strong emphasis on restructuring the curriculum to integrate career orientation. The coming decade promises massive growth in adult education. This report provides an assessment of adult education--its history, success, relationship to the economy, and innovative trends. (CD)

Subject Index

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Container Maker-Filler-Packer Operator (misc. food prep.) 7-68.920--Technical Report on Standardization of the General Aptitude Test Battery.
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Electronic Technician (profess. & kin.) 003.181--Technical Report on Development of USTES Aptitude Test Battery.
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Assembler, Communications Equipment (electronics) 7-00.803--Technical Report on Standardization of the General Aptitude Test Battery.
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Autoclave Operator (chem.) 4-52.711--Technical Report on Standardization of the General Aptitude Test Battery.
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Balling-Machine Operator (textile; tex. prod., n.e.c.) 6-19.110--Technical Report on Standardization of the General Aptitude Test Battery.
ED 065 641
Barber (per. ser.) 330.371--Technical Report on Development of USES Test Battery.
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ED 065 629
Boilermaker (boilermaking) I 805.281-010--Technical Report on Development of USTES Test Battery.
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The following clearinghouse prefixes are used:

AA — Leasco Systems and Research
AC — Adult Education
CG — Counseling and Personnel Services
CS — Reading and Communication Skills
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Languages and Linguistics
HE — Higher Education
JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January through September 1972 issues of *Research in Education (RIE):*

AEROSPACE EDUCATION 140
UF Aerospace Science Education

AESTHETIC EDUCATION 140
UF Aesthetic Development

Career Development
USE VOCATIONAL DEVELOPMENT

CONCEPTUAL TEMPO 420
SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style

CONFIDENCE TESTING 190
SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice

CUTTING SCORES 190
SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose
UF Critical Scores

DESENSITIZATION 420
SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

DIMENSIONAL PREFERENCE 060
SN Cue response to color, form, or size

Diplomacy
USE FOREIGN RELATIONS

Diplomatic Policy
USE FOREIGN POLICY

DISARMAMENT 480
UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060
UF Dissensus

DRUG EDUCATION 140
SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal, and social effects

Intergovernmental Organizations
USE INTERNATIONAL ORGANIZATIONS

International Behavior
USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060
UF War Crimes

INTERNATIONAL LAW 230
UF International Legal Analysis
International Torts
Law of Nations

International Policy
USE FOREIGN POLICY

International Politics
USE FOREIGN RELATIONS

Labor Demand
USE MANPOWER NEEDS

LAND ACQUISITION 020

Lifelong Integrated Learning
USE CONTINUOUS LEARNING

LUNAR RESEARCH 450
SN Scientific activities designed to provide information about the origin, structure, and properties of the moon
UF Lunar Exploration

MEXICANS 380
SN Citizens of Mexico

Military Policy
USE FOREIGN POLICY

NEUROLINGUISTICS 290
SN A branch of linguistic science relating language behavior to the neurological sciences

OPEN EDUCATION 140
UF Open Schools

PEACE 480
UF International Peace
World Peace

PERFORMANCE BASED TEACHER EDUCATION 140
SN Places stress on the explicit demonstration of performances as evidence of what the teacher knows and is able to do
UF Competency Based Teacher Education

PHYSICIANS ASSISTANTS 380
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians

PLANNING (FACILITIES) 020
UF Facilities Planning

POLISH AMERICANS 380

POPULATION EDUCATION 140
SN Transmission of knowledge about population processes, population characteristics, the causes of population change, and the consequences of that change for the individual and society

PROPERTY TAXES 230
UF Ad Valorem Tax

PUPPETRY 030
UF Puppets
Puppet Shows

SEX DISCRIMINATION 480
UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SI Units
USE METRIC SYSTEM

SPACE SCIENCES 400

STATE OF THE ART REVIEWS 320

UPPER DIVISION COLLEGES 470
SN A college offering junior, senior, and graduate level courses only

VISUAL AIDS 050
UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010
SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment

WAR 480
UF Civil War
Conventional Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410
SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids

WASTES 460
SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids
UF Litter
Refuse

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November 1966—December 1967

The National Standards Association has reprinted in one volume the Report Résumés which appeared in the first 14 issues of Research in Education beginning November 1966 and ending December 1967. These issues of RIE are no longer available through the Government Printing Office.

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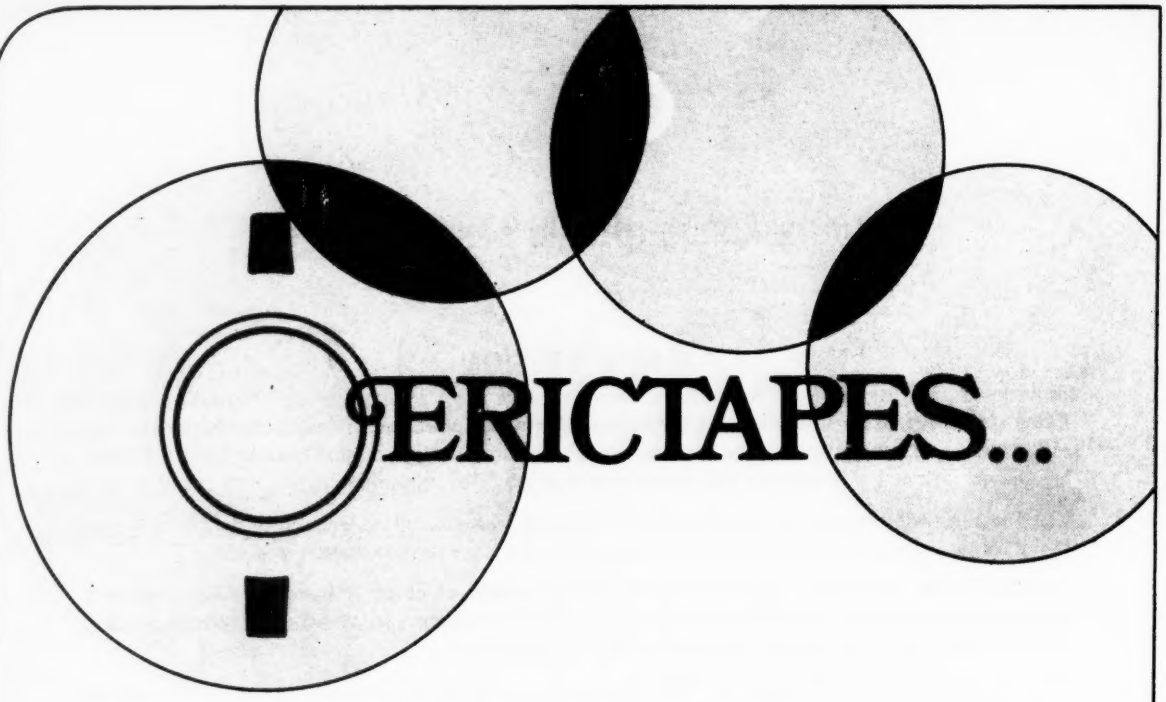

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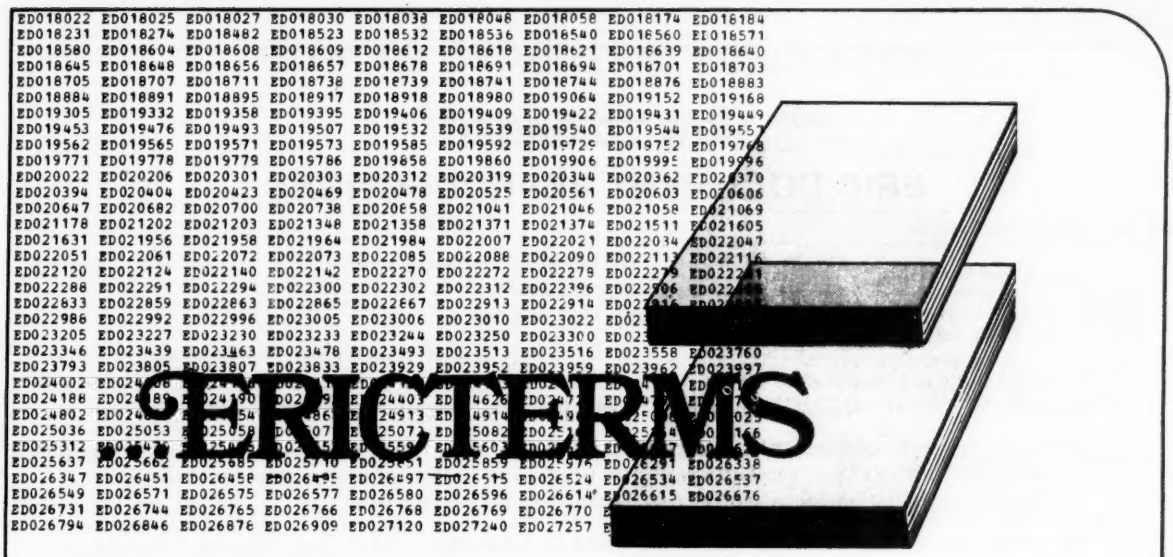

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